

The Modern Language Journal

CONTENTS

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| MACBETH IN THE HANDS OF FRENCH AND SPANISH TRANSLATORS, P. T. MANCHESTER..... | 1 |
| GRAMMAR AND EXTENSIVE READING, AARON MAC COON..... | 14 |
| DON ARMANDO, THE PATRIARCH, HYMEN ALPERN..... | 22 |
| READING A MODERN LANGUAGE, BOYD G. CARTER..... | 26 |
| THE LANGUAGE OF "BETTER UNDERSTANDINGS," HENRY W. HYER..... | 30 |
| ORTHOGRAMMATICS, PAUL-LOUIS FAYE..... | 34 |
| LITERARY SPAIN, 1930, CONY STURGES..... | 41 |
| CORRESPONDENCE— <i>Fourth Biennial Conference of the World Federation of Education Associations</i> , C. D. ZDANOWICZ; <i>Instructions of the Second International Congress of Teachers of the Living Languages</i> , B. O. MORGAN; <i>Modern Language Program of the N. E. A.</i> , E. J. CROOKS; <i>Une Espérance à M. Dickson</i> , M. FRANCON; <i>Answers</i> , A. BAKER; <i>Further Suggestions for Junior French</i> , T. W. BOLDYREFF..... | 53 |
| NOTES, NEWS AND CLIPPINGS..... | 67 |
| PERSONALIA..... | 74 |
| BIBLIOGRAPHY..... | 81 |
| REVIEWS..... | 82 |
| BAKER, <i>The Teaching of French</i> ; FITZ, <i>A Summary of Reports on the Modern Foreign Languages</i> ; Dept. of Spanish, University of Wisconsin, <i>A Four-Year Course in Spanish for High Schools</i> ; ROSEBARD, <i>L'Art poétique: Clay Preface</i> ; LÖNN, <i>Die Häuser von Obkirch</i> | |
| BOOKS RECEIVED..... | 92 |

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MACBETH IN THE HANDS OF FRENCH AND SPANISH TRANSLATORS

(*Author's Summary.*—Translation into poetic language, preserving the meanings and subtleties of the original is one of the fine arts, and is truly scholarly production. The difficulties encountered in interpreting and adequately translating Shakespeare are illustrated by comparisons of representative translations into French and Spanish, of passages from Macbeth.)

THE prejudice against Shakespeare created by Voltaire in 1733 by his "Letters concerning the English Nation," and his later classic misinterpretation of Hamlet's soliloquy withheld for a long period interest in his works. However, beginning with a translation into French in 1746 and one in Spanish in 1772, translations have appeared from time to time, and the past century has produced innumerable translations of the plays of Shakespeare. The tragedies of Macbeth, Hamlet, and King Lear have been reproduced into all the modern languages in which literary appreciation is possible. Numerous translations of Shakespeare's plays are available in French, German, and Spanish.

Very little research of a critical nature has been attempted into the subject of the translations of Shakespeare. One doctor's dissertation, various magazine articles, and Howard Furness, in his variorum edition of Shakespeare, have made studies of translations into one language of a few of the plays. No detailed study of all available translations in any language has been attempted. A comparative study of different translations in French, German, or Spanish should offer a wide field for investigation in a field which has been comparatively untouched.

The numerous translations of Shakespeare, of one or more of his plays, indicate a dissatisfaction on the part of the translators with former translations, or a feeling on the part of students of Shakespeare that the translations are inadequate or fail to reproduce the entire meaning and the subtleties of the originals.

This apparent inability to express adequately the thought and the atmosphere of Shakespeare shows the existence of something in the language and the art of Shakespeare which is untranslatable into other languages. An examination of twenty-one different translations into French, and nineteen different translations into Spanish, of *Macbeth* reveals omissions, expurgations, misinterpretations, changes, differences, and inadequate renditions which illustrate the difficulties of translating Shakespeare and the insurmountable obstacles which translators must meet in translating Shakespeare.

From these forty translations of *Macbeth* ten have been selected, five in French, and five in Spanish to illustrate these difficulties of translation. These ten translations are representative translations, taken from the latest versions. The translations considered, numbered as they will appear in illustration throughout the article, are the following:

French:

1. *La Tragédie de Macbeth*. Traduction de Jules Derocquigny. Collection Shakespeare, Texte Anglais-Français, Publiée sous la Direction de A. Koszul. J. M. Dent & Fils, Paris, 1922.
2. William Shakespeare. *La Tragédie de Macbeth*. Traduction Nouvelle avec une Introduction et des Notes par Maurice Maeterlinck. Librairie Charpentier et Fasquelle, Paris, 1910.
3. Œuvres Choies de Shakespeare. Traduction et Notices par Georges Roth, Agrégé de l'Université. Tome IV: *Othello, Le Roi Lear, et Macbeth*. Bibliothèque Larousse, Paris, 1926.
4. Shakespeare. *Macbeth*. Notices et Notes par G. Guibillon, Agrégé de l'Université. Librairie A. Hatier, Paris, 1925.
5. W. Shakespeare. *Macbeth*. Drame en cinq actes, en prose. Editions Jules Tallandier, Paris, 1875.

Spanish:

6. Shakespeare. *Macbeth*. Tragedia en cinco actos. Traducción de M. Morera y Galicia. Editorial Estrella, Colección Palma, Tomo 12, Madrid, 1919.

7. W. Shakespeare. *La Tragedia de Macbeth*. Traducción de L. Astrana Marín. Calpe, Colección Universal, Madrid, 1920.
8. Dramas de Guillermo Shakespeare. Traducción de D. Marcelino Menéndez Pelayo. Casa Editorial. Maucci, Barcelona, 1881.
9. Las Tres Mejores Tragedias de Shakespeare. Traducidas al Castellano por el P. Celso García Morán, Augustino. Imp. del Asilo de Huérfanos del S. C. de Jesús, Madrid, 1921.
10. W. Shakespeare. Obras Completas. Traducción de R. Martínez Lafuente. Tomo Quinto. Prometeo, Valencia, 1915.

Simple passages which apparently offer no more than one translation are invariably treated in these ten translations in at least three different ways. Maurice Maeterlink, in his introduction to *Macbeth* points out the simple passage: "that will to hand" as involving qualities of atmosphere and individuality that produce very differing translations in the hands of seven translators. The translations he quotes are: Hugo—"qui réclament ma main." Beljame—"qui passeront à l'acte." Pottecher—"qui réclament ma main." Montégut—"que ma main exécutera." Laroche—"qu' exécutera ma main," while Guizot and Duval omit this phrase entirely. To these quotations may be added the ten translations considered here:

1. que ma main doit accomplir.
2. qui aboutiront à ma main.
3. qui veulent aboutir.
4. qu'il faut prendre en main.
5. qui de là passeront dans mes mains.
6. que hay que hacer.
7. que quieren pasar a mi mano.
8. descienda el pensamiento a las manos.
9. que necesito realizar.
10. que bajan de mi cabeza a mis manos.

Maeterlink selects another passage, in Act III, Scene 2: "After life's fitful fever he sleeps well," to show the difficulties of translating *Macbeth* into French. He quotes six translations of this line

by several of his predecessors, and criticises them as well as his own. His criticism is that all of them are as far from attaining the "rêveuse magie" of the English as any remodelling of Racine's verse would be from the grace and "étendue aérienne" of the original.

Hugo—Après la fièvre convulsive de la vie, il dort bien.

Laroche—Pour lui la fièvre de la vie est passée: il dort d'un profond somme.

Pottecher—Après la fièvre de la vie, il dort tranquille.

Guizot—Après les accès de la fièvre de vie, il dort bien.

Montégut—Après l'accès de la fièvre de vie, il sommeille bien.

Beljame—Après la vie et ses accès de fièvre, il dort paisiblement.

The five French and five Spanish translations show a great variety of adverbs and adverbial expressions in addition to those quoted, to express adequately "he sleeps well." "After life's fitful fever" seems to have baffled the translators, for the word "fitful" is so well chosen that the lack of such a word in a romance language renders it incapable of expression.

1. Après le jour fiévreux de la vie, il dort bien.
2. Après la fièvre pleine d'accès de la vie, il dort bien.
3. Après les convulsiones fiévreuses de la vie, il dort profondément.
4. Après l'accès de fièvre de la vie, il dort bien.
5. Après la fièvre agitée de la vie, il dort enfin d'un tranquille sommeil.
6. Tras la fiebre agitada de la vida, ya duerme bien.
7. Tras las convulsiones febriles de la vida, duerme profundamente.
8. (omitted)
9. Duerme tranquilo después de la agitada fiebre de la vida.
10. Duerme un sueño profundo después de la fiebre de la vida.

Lyric passages especially hold the translator to close account. They require careful study of all the resources of the language to find adequate expression, while at the same time they offer opportunity for the play of the imagination. In Act I, Scene VI lyric passages are produced which reveal almost unsurmountable difficulties to the translator.

This guest of summer,
 The temple-haunting martlet, does approve
 By his loved mansionry that the heaven's breath
 Smells wooingly here.

In a study of twenty translations of this passage into German, Furness comes to the conclusion that not one reproduces the original satisfactorily to English ears. An exact translation is not necessarily the most satisfactory translation. Furness finds the paraphrase of "temple-haunting" into "Die gern der Kirchen heil'ges Dach bewohnt" much more adequate than the literal compounding of "Tempelfreundin." The art and finesse necessary in such a task is revealed in the more or less successful translations into languages that permit no compounding of words.

1. qui se complaît aux temples
2. familier des temples
3. familier des temples
4. qui niche dans les temples
5. habitant des temples
6. tan amiga de templos
7. familiar de los templos
8. moradora de las iglesias
9. habitante de los templos
10. que se alberga en las moradas del hombre

Furness has found the line "the heaven's breath smells wooingly here" to be "utterly untranslatable." Bennington in his "Translations of Shakespeare and Others" concludes that Maeterlinck's translation is quite adequate, and though prose, could have come from none but a poet. A comparison of the ten translations reveals additions and omissions, so that the resulting renditions, though expressive and even poetic, are far from measuring up to the original.

1. que l'haleine du ciel
Y souffle son parfum en caresse amoureuse.
2. que le souffle du ciel y
embaume ses caresses.
3. que l'haleine du ciel y souffle
des caresses embaumées.
4. qu'ici la brise du ciel
souffle amoureuxment.

The varied translations of "incarnadine" are the following:

1. rendre . . . incarnadine
2. empourprera
3. empourprera
4. teindrait . . . en incarnat
5. souilleraient
6. enrojeciera
7. encarnadarían
8. enrojecerle
9. enrojecerán
10. teñiría

The effect which an English word might produce on an audience may be very different from that which a similar word in French or Spanish might produce. The subtleties that lie beneath an expression in one language are often completely lost in an exact rendition in another. "Out, damned spot!" seems to have occasioned as varied translations in ten different versions as could be possible; yet, one could hardly conceive of a more forceful rendition in English.

1. Disparais, tache maudite!
2. Va-t'en tache damnée!
3. Va-t'en, tache damnée!
4. Disparais, tache maudite!
5. Disparais donc, exécration tache!
6. ¡Fuera, maldita mancha!
7. ¡Fuera, mancha maldita!
8. ¡Lejos de mí esta horrible mancha!
9. ¡Fuera, horrible mancha!
10. ¡Vete, mancha maldita!

Trivial words such as Macbeth uses in addressing Lady Macbeth, "dearest chuck" reveal subjective matters of appreciation involved. Maeterlink states that a literal translation would be "très chère poule," but he has translated it "mon aimée." The ten translators give eight different renderings:

1. m'amour
2. mon aimée
3. chère petite
4. cher poulet
5. ma chère âme

6. *mi amada*
7. *queridísima paloma*
8. (omitted)
9. *amor mío*
10. *querida esposa*

Translators at times, when at a loss to find suitable expressions omit entirely or paraphrase, sacrificing much of the original. The ten translations treat "recorded time," Act V, Scene 5, in the following manner:

1. *registre du temps*
2. *souvenir*
3. *registre des temps*
4. *temps qui nous est accordé*
5. (omitted)
6. (omitted)
7. *tiempo recordable*
8. (omitted)
9. (omitted)
10. *tiempo que está fijado por los decretos del cielo*

In Act V, Scene V, the words "brief candle" are translated by the five translations into French, "court flambeau," whereas the five Spanish translators make five different translations: "breve candela," "fugaz antorcha," "luz de mi vida," "breve luz," "antorcha que solo brillas un momento." This may be explained by saying that "court flambeau" is a most satisfactory rendition of the English, whereas in the Spanish there is no translation that is exactly equivalent. It has been suggested that the French is nearer to the language of Shakespeare than is the Castilian.

The texts which the translators use in translating, and the authorities studied are responsible to a large degree for the many discrepancies in the different versions. Later translators have apparently had former translations to aid them in interpreting, and doubtless have profited by the choice of words of their predecessors, and at times improved on them. Notes and comments of earlier students have influenced greatly the later interpretations, though it is not possible to say that the later translations are in their entirety improvements on the earlier translations. The dates of the translations must be considered in a critical comparative study.

Such scenes as the Witches Scene in which the music and the movement, accent and rhyme produce the atmosphere of the supernatural involve in translation greater difficulties of interpretation and expression. The Spanish can hardly attempt to reproduce such a verse, written in verse of four beats, a mixture of iambic and broken lines, because of the excess of syllables which Spanish words have in relation to English words. Literal prose versions fall far short, while a change of the poetic form can but fail to measure up to the original. Only four of the ten translations under consideration make an attempt at reproducing the atmosphere of the original in poetry. The question arises as to whether the effect is comparable to that brought about by the reading or the reciting of the original poem.

"When shall we three meet again
In thunder, lightning, or in rain?"

1. Quand serons-nous encore toutes trois réunies
Sous le tonnerre et les éclairs, ou sous la pluie?
2. Quand nous retrouverons-nous?
Dans l'orage et dans la boue?
3. Quand serons-nous réunies,
Dans le vent, l'orage et la pluie?
4. Quand toutes les trois nous rencontrerons-nous de nouveau?
Sous le tonnerre, les éclairs ou la pluie?
5. Quand nous rassemblerons-nous encore toutes trois?
Choisirons-nous un jour de tonnerre et d'éclairs ou de pluie?
6. ¿Cuándo nos veremos
de nuevo las tres?
¿Será tronando,
relampagueando,
o a todo llover?
7. ¿Cuándo volveremos a encontrarnos las tres en el trueno,
los relámpagos o la lluvia?
8. ¿Cuándo volvamos a juntarnos, cuando relampaguee,
cuando truene o cuando llueva?
9. ¿Cuándo nos volveremos a reunir en el trueno, en
el relámpago o en la lluvia?
10. ¿Cuándo volveremos a reunirnos las tres en medio del
trueno, los relámpagos o la lluvia?

In the line "When the hurly-burly's done," the word "hurly-burly" gives rise to considerable conjecture on the part of the translator, because the onomatopoeics are of more importance than any possible meaning that might be given to the word. While the five Spanish translators use the word "estruendo," of Latin origin, the French translators use four different words, of Hebrew, Dutch, Latin, and unknown origin: "tohu-bohu," "hourvari," "tumulte," "vacarme." It is hard to believe that the word "estruendo," of Latin origin renders adequately the onomatopoeic "hurly-burly," even though the five translators could find no better word in the language that could connote its signification.

The many twists that may be given to an expression, the changing of the form of a word, the changing of tense, voice, person, and even part of speech which has been greatly criticized in translation, can be seen in the translations of the lines:

"When the hurly-burly's done
When the battle's fought and won.
That will be ere the set of sun."

1. Dès la fin du tohu-bohu,
Le combat gagné et perdu.
Avant le soleil disparu.
2. A la fin du hourvari,
Quand la guerre sera finie.
Elle finira ce soir.
3. Lorsqu' aura cessé le tohu-bohu;
Le combat étant gagné et perdu.
Ce sera avant le coucher du soleil.
4. Quand le tumulte sera fini. Quand la bataille sera
perdue ou gagnée.
Ce sera avant le coucher du soleil.
5. Quand ce vacarme aura cessé et que la bataille sera
gagnée ou perdue.
Elle sera décidée avant le coucher du soleil.
6. Cuando el estruendo
haya concluído;
cuando la batalla
se haya ganado y se haya perdido.
Al caer la tarde
esto habrá de ser.

7. Cuando finalice el estruendo, cuando la batalla
esté ganada y perdida.
Eso será antes de ponerse el sol.
8. Cuando acabe el estruendo de la batalla, y unos la
pierdan y otros la ganen.
Entonces será antes de ponerse el sol.
9. Cuando cese el estruendo de las armas; cuando la
batalla sea ganada y perdida.
Esto será antes de la puesta del sol.
10. Cuando haya cesado el estruendo; cuando la batalla
se haya perdido o ganado.
Eso será antes de anochecer.

A word like "anon," possessing historic romantic elements that are striking, loses all its subtlety, and becomes merely an everyday expression in translation. From Act I, Scene I, the word "anon" is thus translated:

1. On y va!
2. Allez, allez!
3. (omitted)
4. J'arrive
5. Tout à l'heure.
6. ¡Ya voy! ¡Ya voy!
7. ¡En seguida!
8. (omitted)
9. ¡Vamos al instante!
10. Al momento vamos.

This inability of language to transmit the essence of words of other languages is aptly expressed by Southey in the quotation: "In every language there is a magic of words as untranslatable as the Sesame in the Arabian tale—you may retain the meaning, but if the words be changed, the spell is lost."

The translator often takes liberties in expurgating things which to him appear vulgar or lacking in urbanity. When the poet attempted to sin against conventions in English, the translator is hardly justified in modifying the version, even though the resultant translation may be even more coarse than the original. Furness calls attention to Schiller's German translation of the Drunken Porter Scene in which "Schiller has created a psalm-singing porter

out of Shakespeare's 'coarse, low, sensual hind'." Omission would perhaps be better than the creation of an entirely different impression from that intended by the original. Puns are variously treated, misinterpreted, omitted, and attempted. The conclusion of the porter's tirade is variously treated.

"and giving him the lie, leaves him."

1. et, lui faisant la nique, il vous le laisse en plan.
2. et lui donnant le démenti le laisse en plan.
3. et, après lui avoir donné le démenti, le laisse en plan.
4. (omitted)
5. et, en lui donnant un démenti, il l'abandonne.
6. (omitted)
7. y, dándoles un mentís, los abandona.
8. (omitted)
9. (omitted)
10. pues a lo mejor le abandona como un mentiroso.

Picturesque and seemingly untranslatable profanity, the meaning and insinuations of which give rise to much deliberation, must be treated concretely in translation, or one interpretation must be accepted and attempted, with the accompanying additions and omissions. In Act I, Scene III, this is exemplified:

"Aroint thee, witch!" the rump-fed ronyon cries.

1. "Hou, sorcière!" a crié la pléthorique pecque.
2. "Arrière, sorcière!" crie la rogneuse au gros derrière.
3. "Décampe, sorcière!" crie cette charogne nourrie d'ordures.
4. "Arrière, sorcière!" m'a crié cette galeuse nourrie de viandes de rebut.
5. "Aux enfers, sorcière," m'a répondu cette mégère à l'énorme et large croupe.
6. y contestó la marrana,
tripa de ajos:—¡Vete, bruja;
vete, bruja condenada!
7. "¡Arredro vayas, bruja!" gritó la roñosa, harta de bandullos.
8. la asquerosa, harta de bazofia, me contestó.
"Vade retro, condenada bruja."
9. "Largo de ahí, bruja," me gritó la muy sucia y harta de bazofia.
10. "¡Vete, bruja!" contestó la tía gordota rellena de bandullos.

Without entering into a discussion of the possibilities of interpretation of the original, the etymology of words and expressions, a study of the poetic mechanics and the resultant atmosphere, attention has been called merely to the possibilities and difficulties of translation, citing as examples translations of a few passages from *Macbeth*, into two romance languages.

Translation means more than the reproduction of the meaning of the original. It is much more than interpretation. It must not only express in words and phrases that are fairly exact translations, but it must carry with it the peculiarities of style, of language, and even of mannerisms that are a part of the technique of the writer of the original.

Poetic translation is one of the fine arts, and one of the most difficult. The translator must possess not only the art of poetic composition in his own language, but also an intimate knowledge and keen poetic appreciation of the language he is interpreting. Limiting himself to the ideas and figures of the original poet, he must express these ideas and word pictures in a medium which may not lend itself to their poetic expression. The effect must be similar to that of the original, whereas the material he has at hand may be inexpressive and unpoetic in the language into which he is translating. Inspiration may lead the translator to include new ideas which may add color and beauty to the original, but the resultant poem becomes then an imitation, and not a translation. In like manner, passages, ideas, words, slightest insinuations that are to be found in the original demand representation in the translation, no matter how difficult the task, or unable the language medium to produce them in forceful and expressive language.

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GRAMMAR AND EXTENSIVE READING

AT A RECENT CONFERENCE on the teaching of foreign languages in the secondary schools, the discussion waxed hot on the question: How much grammar should be included in a modernized syllabus conforming to the recent shift of emphasis to reading? Proponents of the "new" movement, as represented by Dr. Greenberg of the New York City system, and his committee in charge of the City's junior high school syllabus, argued that a great deal of what we now teach should be eliminated as non-functional, and they rather sharply criticised the New York State syllabus for its failure to do this, but in their discussion, themselves, failed to be explicit as to *what* they thought could be profitably eliminated. Dr. Price, of the State Department, and his followers, on the other hand, pronounced themselves unconvinced of the desirability of reducing the familiar grammar requirement as outlined in the State syllabus, and questioned the City men's use of the term "functional." And there, as so frequently happens in conferences of this sort, with neither side influenced by the other's view, the matter rested. Any informed but non-partisan outside observer must have gone away with very little in the way of positive, logically arrived-at enlightenment.

The chief contention advanced in objection to a comprehensive grammar course was, naturally, that it absorbs too much time that ought to be occupied in extensive reading, while the other side insisted that it is fully justified in that it makes for a linguistic mastery without which full comprehension of reading material is difficult if not impossible of attainment. This would obviously imply a serious disproportion between the time thus saved and the *actual* gain from extended reading. But in the absence of more definite statements from the advocates of the reading method, who, instead of exactly defining their position, had recourse to the usual accusation that their opponents' minds were closed to progressive ideas, it was impossible to render any verdict on the merits of the discussion. The New York men, it seemed to this observer, had ignored the obligation incumbent upon the advocates of change to shoulder, in such a discussion, the burden of detailed explanation of their proposals—on the assumption, apparently, that everyone present was, or ought to be, already familiar with the minutiae of their syllabus.

Thus the answers to the practical questions as to just what we *do* need to teach, in the way of grammar, to make it possible to read extensively with a minimum of loss both in preparing the way for that reading, and in real comprehension of what is read, how we shall teach it, and how much extension the reading may then be expected to undergo, though the logical objectives of such a discussion, certainly failed even tentatively to materialize. It is the purpose of the writer, basing his assertions on the results of several years of experiment in this field, to attempt in some sort to set forth tentatively and with a lively consciousness of his capacity for fallibility, the conclusions which, at this stage of his experience, he feels justified in drawing, reserving, of course, the right to modify them in the light of further experience without laying himself open to the charge of inconsistency.

In the first place, then, there seems to be no such thing as too much grammar. Both speed and comprehension in reading seem (knowledge of pronunciation aside) to be directly proportionate to the degree of mastery of the technique of the language (French, in this case), disastrous slowness and serious misunderstanding of meaning invariably resulting from incomplete grammatical knowledge. By this is meant a thorough familiarity, implying a degree of mastery sufficient to enable the student to command almost every construction and form in expressing himself in the language, and certainly entailing, as a minimum necessity, sufficient drill to insure instant recognition of them when they are met in reading. The whole differentiated psychological approach to expression, the manner of thinking of the foreigner, is implicit in the linguistic usage his language has developed in response to his peculiar needs. Without an understanding of these through special knowledge extending through the field not only of general but of idiomatic construction, usage, and phrasing, *how* are we to get, with any degree of accuracy, at the real thought, at the shading of thought in the mind contact with which we are striving to effect through the sole medium of the written language? And of what use is extensive reading, or any reading at all, if this be not accomplished? (Here, as elsewhere, the writer is concerned with the results to be hoped for in the case of able students, the achievements of the rest being, so far as he is concerned, at whatever point they may cease, so much "velvet," so to speak. Each will get as much as he is capable of absorbing, and nothing we can do will alter that fact.)

Obviously, certain infrequently encountered forms and constructions will be learned only incidentally and more or less as vocabulary. But these things are fewer than many would have us believe. Such verbs as *échoir*, *bouillir*, *cuire*, *confire* need hardly be learned—but who *does* teach them? Participial agreements, though, frequently *do* aid in comprehension of meaning by visually, and often phonetically, relating dependant and governing elements in complex constructions; inversions in comprehension regularly upset the unwary reader unfamiliar with grammatical inversions; substitutions of subjunctive for conditional frequently strip all related meaning from clauses encountered by the uninitiated; continuity is certainly forfeited in reading not approached with a solid mastery of the principles of mutation in pronominal order; the comprehension of even relatively simple material is inevitably conditioned by the lack of a carefully built-up concept of the subjunctive from the point of view of its manifold function . . . And so one might go on—and on. These conclusions have been forced upon this writer by the evidence in numerous individual cases where the results of comprehension tests of the most approved type have been interpretable only in the light of the known degree of technical knowledge possessed by the student.

But how, one inquires at once, shall you teach all that and have left any time at all for reading? In how many years do you expect to accomplish this? My answer, if the first person be henceforth, in the interests of brevity, permissible, is, I shall do it in three years, and—to the horror, I know, of many a colleague—partly *through* reading.

To be explicit: in the first year, using a modern text affording somewhat more than the traditional amount of reading, and confining itself to covering the conventional elementary grammar content up to the subjunctive, I shall give first an exceedingly careful grounding in pronunciation—the importance of which, with its intimate relation to successful extensive reading, transcends the limitations of my special subject and cannot be discussed here, except that I may say *any* text-material so far offered in this field has seemed to me unsatisfactory, both psychologically and because it perpetuates, most irritatingly, certain minor errors committed, I suppose, by the original pioneer in French phonetics for American students. Next, I shall teach the “basic” grammar: the articles, the

partitive,¹ pronouns, conjugation (including the necessary forms of the commonest irregular verbs, etc.) drilling intensively through oral and written exercise material, some of this improvised to meet special requirements, much of it available in the text. At the same time, and by the same means, I shall teach a small, carefully selected, basic, *active* vocabulary, while through the reading upon which this work is based, but which increasingly offers a content of suitable material in excess of these immediate demands, a much larger passive vocabulary is being built up. In addition to this, certain *realien* incidentally made available² will be helping to accclimate my students to the country and its institutions, at least in their more picturesque aspects. A special, and more than usually rapid technique of class-room procedure will, of course, have to be developed. With insistence upon concentration, continuous mental participation, and rapid-fire precision in speech and writing, this may be accomplished. Everyone concerned finds greater enjoyment, too, in such procedure.

In the second year, the crucial period for those who are equipped to continue with profit, there must be much definitely creative teaching, teaching depending not upon any text—though a standard complete grammar is used—but stemming from a comprehension of the logical, functional aspect of things grammatical, and presenting them so logically and concisely that they already have a tendency to “stick.” Here we go at once into the concept of the subjunctive, then into that of the verb as the chief agent of precise expression in any sentence. We give intensive drill upon the verb, regular and irregular, through the use of such material as the de Sauzé exercises. Proceeding then, through question and answer work, to formal composition, and thence to a freer résumé form, in connection with the reading of a simple French text, then with a “regular” composition book, more deeply into verbal constructions already studied, adding little that is really new except in the realm of idiomatic phrasing and construction. Most of the work is done in the classroom. Home assignments are brief, requiring never more than a half hour of outside preparation. If the student becomes

¹ With all its variations: students who do not know these cannot read accurately without, or sometimes even with, most unusual powers of inference.

² There is at least one excellent text which provides a great deal of this sort of material.

restive upon this diet, and asks about more reading, he is given suitable outside reading—allowed to browse in his field of special interest, if he has one, and such material is available, as it usually is—left about where it catches his—or her—eye (for example, such periodicals as *La Science et la Vie*, *L'Illustration*, various journals of French modes, etc., besides numerous books). If the student bites at this bait, he learns much, develops his ingenuity, his powers of inference. He is given added incentive through an extra credit allowance, too, if he cares to undertake this sort of thing at this stage. As to the possible formation in this way of bad reading habits, I have never detected signs of harm suffered under this system, or lack of system.

The work outlined above occupies the first term and often a part of the second term of the second year. The student has been made constantly and progressively aware of the possibilities of learning by observation, of "picking up" idiomatic expressions and constructions, of type problems of manipulation involved in using these to translate a variant on the text, or to express himself directly (in answering questions in the foreign language, writing résumés, etc.). He has, therefore, increased his familiarity with and mastery of the forms and technical principles involved in the use of the language for comprehension of the thoughts of others, and for expression of his own. He has become conscious of the fact that, beyond a certain point, he must be his own teacher, that no book has space, no teacher class-time in which to explain the countless odds and ends of linguistic peculiarity that constitute the genius of a language. He has, if he is an able student, developed, along with a larger active and increased passive vocabulary, a definite *Sprachgefühl*. He is, in short, now ready for the second part of the course, which, for want of a better name, I have called "creative reading."

This briefly, consists in carefully and logically applying to the intensive reading and extensive oral and written discussion of a short, but comparatively difficult, and *highly idiomatic* standard French text of real literary value, the technique described above with the emphasis now, however, almost wholly on the recognition, recording in generalized form, experimental manipulation (according to the technical problems involved), and reapplication to a specific problem in direct expression, of the more obviously useful—or interesting—elements of the *idiomatic content*. Let it be re-

marked in passing that our definition of the word *idiomatic* is sufficiently elastic to admit of the inclusion of any phrase, construction, or usage, that, from the student's point of view seems to involve any element whatever not predictable on the basis of *his* knowledge of the principles of grammar, or of the normal—though variable—meaning and use (or omission) of words. Thus what may appear idiomatic to one may seem normal to another, but both will have noted it and will at least recognize it on meeting it again, and one will probably make use of it himself if it expresses what he wants to say in using the language. Here again, of course, the teacher's function is a delicate and exacting one, necessitating real creative vision and, of course, a wide knowledge of his subject to be arrived at *only* by the same path over which he is guiding his students. But the results, in favorable cases, are so gratifying as fully to repay him for his pains, and, in the less encouraging instances, at least something has been done to render more probable the recognition of frequently occurring essential phenomena, and, therefore, to make comprehension quicker and more accurate than could otherwise have been the case.

Meanwhile the plan of outside reading has been continued, or gotten under way with due regard for the future plans and prospects of the individual student. Checks and reports are devised to measure the degree of achievement in this field of more or less independent activity, special aid being given where needed as soon as the need becomes apparent. At least one complete and suitable book of average length (or its equivalent) is read, and as much more as individual capacity, or interest and time permit. Some of the more able read two, or even three, extra volumes in this way. They use, of course, to avoid the annoying necessity of over-frequent consultation of the dictionary, all of the special reading technique they have been taught in connection with the class-room reading.

They are now, I think we may say, fairly launched. If they discontinue the study of French at the end of the second year, they can—if their capacity permits and they wish to—go on reading French with some degree of ease the rest of their lives. Furthermore if, within a reasonable period of time, they do by chance find themselves in a situation where they can or must *use* their French to express themselves, they have, in most cases, a sufficiently solid grounding in pronunciation and technique so that, after a not hopelessly prolonged period of acclimatation, they do manage.

Little need be added with reference to the third year, when we transfer the special emphasis, the field of frequent and immediately useful idiomatic phenomena having already been pretty well covered, to achieving greater speed and accuracy in reading, and acquiring a greater facility in free, or semi-free, oral and written expression. We do keep on with formal composition involving a grammar review in which we try to organize still more effectively the technical knowledge most useful to comprehension and expression, and we still keep at the verbs, but these things occupy a much smaller part of our class-time, most of which is now spent in actual reading, and in the discussion in French, through questions and answers, and oral and written résumés, of increasingly larger units of that reading, with, naturally, an increasing emphasis on the testing of comprehension. The outside reading requirement is now increased to a minimum of two suitable books or plays, etc. of designated length, and the voluntary reading increase ranges from zero to as many as four, and, in rare instances, five extra books.¹ I wish I could reproduce here the results (some of them, I mean!) of comprehension tests given on sight material at the end of this third year course. A French mother came down to my class-room to tell me that I needn't expect her to believe that American high school students, after three years of study, could cope with that sort of questions—her son had shown her his examination paper, which she had confiscated. I let her go through as many of the answers I had received as she cared to read, and she went away convinced that they could. I believe she gave me one of the most satisfying moments of my teaching career.²

This, then, is what we have done, and sometimes, it is true, failed signally to do, in the three-year course with which I have experimented. I have had some unusual opportunities for a follow-up check in the case of some of the most capable of my students. They have, it seems to me, not only achieved all that the advocates of less grammar and more and better reading could wish, but have demonstrated further that, through their immediate ability to

¹ In some cases I have successfully initiated students into the book-store habit. They have seemed to enjoy buying their own "real" French books.

² I should like, too, to reproduce a 500 or 600 word résumé of *Quatre-vingt-treize* written (in French) on that same examination by a boy who chose to read the unabridged edition of that complicated work outside.

write French accurately and, after a minimum period of adjustment to a French *milieu*, to speak it with a degree of adequacy, they could avail themselves of any unusual opportunities that have come their way. Thus two students who recently went on to a French School in Lauzanne were promptly excused from the classes in linguistics and allowed to go at once into the courses in literature, simply because they were able to write satisfactorily. They were, I believe, accorded this privilege over the heads of European-trained students (not French, of course). Some of our students have gone abroad to school each year for at least five years, and they have always found themselves equipped to carry on. Some gratifying results, too, have been reported by various colleges, in the matter of placement and so on. One student a few years ago, during his first year at college, won the intercollegiate prize in French essay-writing for the Eastern half of the United States. Another, after a placement test involving much oral work at the hands of a native professor of French, was asked how long she had studied French abroad. Dr. Vaillant was greatly surprised when told she had been prepared by a non-native teacher in Englewood, New Jersey!

I refer to these to me startling results, merely to sustain my thesis that grammar, lots of grammar, conscientiously (and by no startlingly spectacular methods either) drummed into foreign-language students in our secondary schools, *need* not all interfere with the quite adequate covering of a wide range of valuable reading, but actually makes for a prompter and more thorough comprehension of reading, and endows them besides with powers both immediately available and potential, which may and frequently do prove highly useful. And that can be done without in any way penalizing the less apt or those who, dropping by the wayside, must look to their brief secondary school experience for whatever cultural values may survive in their lives.

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DON ARMANDO, THE PATRIARCH

(*Author's Summary.*—Some interesting sidelights on the life and works of Palacio Valdés culled from the Spanish press and his own writings, apropos of the current celebration.)

THE Spanish literary world is celebrating this year the fiftieth anniversary of the publication of *El señorito Octavio* by Armando Palacio Valdés, Spain's most beloved writer. This popular novelist has been hailed by critics as "the greatest living novelist of Spain," "a literary star of resplendent magnitude," "dean of Spanish novelists," "patriarch of contemporary Spanish letters," "the master of contemporary fiction," "the most charming of living writers," etc. Blasco Ibáñez, who shared with Palacio Valdés the distinction of being the most copiously translated Spanish writer, called him *el más eminente de los novelistas españoles*. Azorín declared that some of Palacio Valdés's pages "can be found only in the best works of the great Russian novelists." Benavente confesses that whatever liking he may have for modern literature he acquired from the novels of Palacio Valdés.

As in the case of Echegaray, Ramón y Cajal, and other distinguished Spaniards, fame and glory came to Palacio Valdés from abroad. The record of his works that have been translated into English and other languages is one that has been attained by few Spanish writers. Of the thirty-six volumes which he has produced during his long literary career, sixteen have appeared in at least one language besides Spanish, and of these sixteen, twelve have been issued in English. *José* holds the record among his books for foreign translations, having been published in French, English, German, Dutch, Swedish, Bohemian, and Portugese. More than 200,000 copies of the English translation of *Maximina* were sold in the United States. Six of his books have been edited for school use in English-speaking countries. Three of his novels: *José*, *La aldea perdida*, and *La Hermana San Sulpicio* have been adapted to the screen. Carnegie Hall in New York City was packed with hosts of his readers and admirers at the first performance of *José*.

At home, too, he is the most popular of Spanish novelists. In 1928, as Armando Palacio Valdés was celebrating his 75th birthday the *Asociación de la Prensa* of Madrid petitioned the directors of the Nobel foundation to award the Nobel prize for literature to don

Armando Palacio Valdés, "the outstanding man of letters in the world." At the same time a movement was inaugurated by *Blanco y Negro* to prevail upon the municipal authorities of Madrid "to write in letters of gold the name of Palacio Valdés on one of its streets" and "to adorn the beautiful Retiro park with a statue of don Armando, its most illustrious frequenter," though it is contrary to tradition to honor in this way a living citizen. In fact, for many years this beloved novelist has had the satisfaction allowed to only a few men of being able to point to his own name on the signs of the street where he was born, and to his own statue adorning the fashionable promenade of Avilés, scene of his childhood. Streets have been named for him also in other municipalities. In 1920 the *Teatro de Palacio Valdés* was inaugurated in Avilés; the king conferred upon him the *Cruz de Alfonso XII*; and the Royal Spanish Academy welcomed him to active membership, to which distinction he had been elected fourteen years before in place of Pereda.

All these homages and distinctions have pleased Palacio Valdés very much. "Applause," says he, "is as necessary to the writer as the very air he breathes. All human beings are thirsty for it. Even horses need patting on the neck in order to run. . . . As I am not an impostor, I declare that I love and have always loved applause. . . . The praise that comes from distant lands where they do not know whether I am fat or lean, crooked or straight, has always charmed me. It charms me because it is absolutely spontaneous, and seems to me a promise of immortality."

It has been said that the best biography of a writer is in his works. "Like Goethe," says Palacio Valdés, "my life is in my works and in them I have left not only children of my spirit, but pieces broken off from my heart and fancy. . . . In my works is found almost all that has affected me in my life."

Several of his works are autobiographical studies, if not in detail at least in the wider sense that they contain pictures, more or less accurate, of himself and his own experiences. His childhood and adolescence are revealed in *La novela de un novelista*, "The protagonist of *La novela de un novelista*" he declares, "is myself. It is almost my memoirs. Everything in it is flesh and bones. The fancy of the writer has put very little into this novel." Forty years before the publication of *La novela de un novelista* he began his autobiographical reflections in *El idilio de un enfermo* and he has been

the hero of his own tale in the three books of *Doctor Angélico*, in *Maximina*, and in *Riverita*.

Although Palacio Valdés never had the worries of earning a livelihood and always wrote simply for the pleasure of satisfying an inner urge, he has produced no less than twenty-five novels besides several volumes of short stories, sketches, and essays, for which he has been unusually well rewarded financially. "In former days," he declares, decrying the growing tendency to write chiefly for financial considerations, "literature did not bring in money, and we wrote, and we did not write badly at all. Nowadays literature pays, and we write, but we do not write well at all. I mean that, blinded by money, we write more than we should."

According to Palacio Valdés's own opinion, his best work, "por su clasicismo, armonía, y originalidad," is *La aldea perdida*, and "por su fondo sentimental y su dulzura," *Maximina*. He feels a special predilection for the former because it treats of his beloved "patria chica." Referring to this novel recently, he said: "If all my novels were to perish and only one were to be saved from oblivion, I should like it to be this one." His fondness for *Maximina*, a most pathetic story, which he wrote in memory of his first wife "con la emoción puesta en ritmo con la pluma," is shared by his readers in the United States, where it has been the most widely read of his books. His most popular book in Spain and the one that has brought him the greatest pecuniary reward, although it is not his favorite work, is *La Hermana San Sulpicio*. Critics, however, regard as his best novel *Marta y Marfa*, which William Dean Howells called "the most truthful and profound fiction" he had ever read. *Marta y Marfa* is also the name Palacio Valdés has chosen to give to his country home in Cap Breton, France. The least imperfect of his works, in the opinion of the novelist, is *Los majos de Cádiz*. His worst novels, and the only insipid ones, are *La fe* and *La espuma*. His first novel, *El señorito Octavio*, was written when Palacio Valdés was twenty-six, an age which, according to a recent opinion of the octogenarian, is too early for writing novels. "In youth," he maintains "one can be an excellent lyric poet, but one cannot cultivate successfully a genre that is so objective as the realistic novel." This idea is further developed in *El testamento literario*, his most recent work, which is a treatise on the art of the writer.

Palacio Valdés's chief merits as a novelist, it is generally agreed

among literary critics, lie in his wealth of delicate and sympathetic humor and sunny philosophy; in his plain and homely language and unadorned style; and in the soundness and independence of his opinions. Azorín's characterization of Palacio Valdés's manner aptly summarizes the views of the critics: "Su prosa es clara y limpia; ni la prosa incolora de los escritores desarraigados de la tradición, ni la empalagosamente afectada de los falsos puristas. Ama y siente el paisaje; escudriña las delicadezas psicológicas. En el arte literario ha llegado al arte supremo; a la sencillez, a la simplicidad de expresión, a la evocación de una realidad tenue, inefable, ideal, que está por encima de la realidad violenta y vulgar que todos ven."

Revealing the secret of his success as a novelist, Palacio Valdés tells us that he has always borne in mind Emerson's dictum: "Write to please yourself and you will please the whole world." The greatest satisfaction that his literary labor has brought him, he is proud to admit, "is the sweet satisfaction of knowing that some of my pages have brought smiles to the lips, and others tears to the eyes; and the consoling certainty that nobody has gone away from the reading of my novels less pure or less noble than he was." As is the case with most Spanish writers of distinction, he is an individualist, belonging to no school and imitating no one writer. He has no system "for," he says, "novels and poems should come to the writer like voices from a phonograph, with the knowledge that behind them there is only a little electricity." He is not carried away by ephemeral fashions and movements just because they are in popular vogue. "Novels are composed of paintings, not of photographs," he argues.

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READING A MODERN LANGUAGE

(*Author's Summary.*—Reading techniques in a foreign language need emphasis as in English. Attention to these removes difficulties for the language student, especially in the secondary school.)

FEW tendencies in Education have been emphasized more in the past few years than that of reading. Educators point to reading as the central point of attack in their efforts to improve and direct the complicated process of study. The considerable investigations in this field have led to some rather conclusive results. Investigations show that few individuals read with maximum efficiency and that with training, great progress in reading is attainable.

This recognition of reading as a vital tool in study offers a suggestion to teachers and students of foreign languages. If the reading of the mother tongue proves of such embarrassing difficulty, may we not expect a foreign language to offer an even more complex problem?

Beginners in the study of a new language must invariably feel the inefficiency of their reading methods. Few teachers, we may assume, have had the advantage of suggestive language reading aids. By sheer application and interest in the subject, they have in the course of their study acquired reading methods which have satisfied their needs. It has never occurred to them, perhaps, to examine the processes they engaged in when reading a language and to determine the possibility of improving them.

Few teachers can possibly have failed to observe the wasteful reading habits of their pupils. They have no doubt been impressed by the zeal and earnestness with which pupils immediately set about looking up any word which bears an aspect of newness. It is a very precocious language student that first takes an inventory of what he already knows about a lesson and then proceeds to look up new or unfamiliar words and idiomatic expressions. The following are typical cases. When an assignment is made, the pupil glances nervously down the line or paragraph until a new word is sighted. With precipitation he rushes to the vocabulary; finds the word and takes the first translation given. Unless the teacher is strong in persevering disapproval, the alleged meaning is written

out in the book. In this manner the painful grind continues and word after word is written out until the assignment has been covered. The book closes with a bang and the satisfied pupil thinks he has read his lesson! A few questions on an assignment prepared in this way usually disclose a complete confusion if not a total ignorance of the subject matter.

Often the pupil is not permitted to write in his book. In this event the words must be committed to memory. However, when an attempt is made to read the lesson as a unit, it very often happens that over half the words have been forgotten. Even if the pupil does retain the meaning of the words in his mind and succeeds in reading the sentence, the chances are more than even that due to indiscriminately selecting his translation it will be no more than a senseless jargon of words. In a case of this sort, reading for thought is not only minimized but well nigh impossible. The pupil gets discouraged, loses interest in the language and fails.

It is likely that all but the most experienced teachers meet just such conditions as these. When the conceded first aim of modern language teaching is to give a reading knowledge, this objective will be difficult of attainment unless attention is given to the methods and habits of language reading.

In modern language instruction, I have found it to be a useful procedure to first of all acquaint pupils with the use of notes and vocabulary. Some explanation concerning the object of notes, when and how to consult them, is very valuable. How to use the vocabulary profitably is even more important. A few supervised reading lessons in which various pupils are asked to look up new or unfamiliar words as they occur in the paragraph or sentence, help considerably to smooth out vocabulary difficulties. For example, if pupils are told that verbs are usually given in the vocabulary with their infinitive endings and that nouns are given in the singular, they are saved a great waste of time. At the same time they realize the necessity of mastering verb forms in the different conjugations and of learning how to pluralize nouns.

When starting a class of beginners in a new reader, after the preliminary explanations of the notes and vocabulary have been made, there are three main reading helps which I find it worthwhile to give and to insist on: (a) first read units of assignment or entire assignment without consulting the vocabulary; (b) read the

assignment with discriminative aid of the vocabulary; (c) reread assignment for unity of thought and for the vocabulary.

The first step is the most important and yet the most difficult to get students to take. When they do take it, they are always surprised with the results. They find their reading comprehension to be much greater than they had supposed.

In reading the entire assignment without recourse to a vocabulary, the object of course is to stimulate reading for thought rather than to stumble along with a discouraging amount of lost effort in looking up words.

A few supervised reading lessons are necessary to instruct the pupil to efficiently employ this method. Unless careful attention is given to the acquisition of silent reading technique, there is some danger that the initial efforts may prove not only unsuccessful but discouraging.

In giving these supervised lessons, pupils should be requested (a) to recognize first all learned or familiar words; (b) to make intelligent guesses as to the meaning of cognates; (c) to fill in thought gaps by seeking the contextual meaning of words; (d) to try earnestly to get at the thought of the reading matter.

It is wise to take an ordinary easy passage from the foreign language being studied and let the pupils, with the supervision of the teacher, work out the meaning in applying the four steps already mentioned. If modern language is to be regarded in the light of "a leading-on activity," the value of applied reading is at once apparent. Need of language subsequent to leaving the class room will not always permit of consulting a vocabulary. If, however, the individual has trained himself in the mechanics of language reading, he will be more competent to apply his knowledge when the need arises.

When the assignment has been read over in this manner, the general meaning will have been acquired, but complete accuracy is usually not possible until the vocabulary and notes have been consulted. Now that the lesson has been read and some note taken of new words that offer an obstacle to the full understanding of a sentence or of a paragraph, the pupil is in a position to advantageously consult the vocabulary. In the course of his reading he has observed that the context calls for a synonym with a certain meaning. Thus when he turns to the vocabulary and finds the

word given with several synonym translations, he does not indiscriminately take the first, but selects the one that fills in the meaning most adequately. As he proceeds in looking up new words and fitting them into his thought outline, the pupil experiences the most keen satisfaction at seeing his lesson take on intelligible form and meaning.

The third step, reading for unity of thought and for the vocabulary, adds final form and mastery to the lesson. If the reading matter is interesting, it is this rereading of the assignment that educes the pupil's appreciation of the subject matter and adds to his feeling for language.

Frequently language teachers are heard to comment on their disappointment with their first year reading classes. They are dissatisfied with their results when they compare them with the anticipations they had when they were teaching grammar to the same class. By some attention to reading methods, I believe that most of this discontent will be removed.

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THE LANGUAGE OF "BETTER UNDERSTANDINGS"

(*Author's Summary.*—This is an attempt to show that the use of Esperanto is a step forward toward "better understandings" of common problems on the part of all nations of our sad world.)

THAN the stabilization of peace among the nations of the world there is no more worthy objective on the part of all thoughtful people. Particularly the teachers of our land have a solemn responsibility and a glorious opportunity to promote better understandings and more harmonious cooperation. As one indication that this sentiment is growing, witness the "World Federation of Education Associations." Foremost among its purposes is the cooperation of the educative forces in all lands toward the removal of prejudices and false patriotism.

It is a well-known fact that the teaching of history has enormous potentialities for inculcating broad-minded world ideals on the one hand or hate-producing chauvinism on the other. Already the influence of the Federation is seen in the work that has been done toward eliminating objectionable matter from history textbooks. But are the teachers of history the only educational specialists who can contribute toward these "better world" ideas? Is there not something which the language teacher as such can give? Can instruction in foreign tongues be so given as to lessen prejudices and increase friendly feelings toward *all* foreign peoples? It must be admitted that language teachers have been slow in advancing their ideas upon this point. Indeed, when the Federation met in Toronto a few years ago there were at least six thousand teachers in attendance and yet, out of all this magnificent gathering where "better understandings" was the key-note, there was not a single section devoted to the "international aspect of language teaching," although the international aspect of nearly everything else was amply covered by the several dozen other departmental conferences. It was explained that there had been almost no request for such a conference, a fact which fairly raises the question, do language teachers actually have any ideas which they wish to advance in this connection?

No argument is needed to show that those of our students who are brought into contact with French, German or Spanish

culture have naturally a friendly feeling toward the people of French, German or Spanish-speaking countries, as the case may be. Hardly a student in our public schools at the best acquires the use of more than one foreign tongue; limitations of time alone account for this. And yet, not even the most fervent advocate of foreign language teaching has ever dared to proclaim that the purpose of such teaching, as far as international friendships go, is to produce "germanophiles" and "francophobes" or *vice-versa*. No one yet has shown how teaching a student Italian is likely to make him more sympathetic toward Russians, or how his learning Spanish will make easier his contacts with Chinamen. Dr. Gilbert Murray, the well-known Oxford scholar, in addressing the World Federation in Geneva last year declared that he doubted the value of foreign language study and travel in the promotion of "better understandings" unless constructive efforts were made to achieve good will. With the prevailing scope and methods of teaching modern languages the result is inevitably to tie up the student to one specific national culture, making a broadminded, cosmopolitan viewpoint impossible. To be sure, the "General Language Course" does obviate some of these difficulties, but it does not directly provide any means of international communication, not even with one foreign country.

Clearly, the situation demands the use not merely of a common speech, but, responding to the growing aspiration of a world democracy, one which is, above all, neutral in its structure, native to no country and the property of no one geographic or cultural group. Just how Esperanto, first given to the world in 1887, actually performs the rôle for which its author, Dr. Zamenhof, designed it, is well worth the attention of every modern language teacher.

Two years ago the writer was a delegate to the "International Religious Congress for Peace" at The Hague. Here, although five national tongues were used in original addresses and discussion, the translations were made solely into Esperanto. This was an obvious improvement upon the usual international gathering where always much time, and accuracy (often even temper) are lost in multiple translations.

During the last twenty-five years Esperantists (as such) have held twenty-two world congresses in each of which throughout the

whole week no national tongue was used nor a single translator needed, although there may have been several thousand people in attendance from at least thirty different countries, the program including such diverse things as dramatics, religious services, business discussions and scientific lectures,—in fact, every possible use of the spoken or printed word. The significance of this new means of world-cooperation is more profound than may at first appear; it means something even bigger than mere linguistic efficiency. Any one of these twenty-two gatherings affords ample proof that it is possible for a group of language enthusiasts to devise an adequate international code for their own use, to jabber at one another for the glory of themselves and their hobby. However, it is a much more significant thing for the progress of civilization that such groups as commercial men, technicians, scientists or educators should meet, each in its own conferences, to discuss their problems in a common tongue. And that is exactly what has come to pass! For instance, during the week of the Congress just held at Oxford, England, there have been separate meetings for policemen, pharmacists, stenographers, post-office employees, Catholics, spiritualists, Rotarians, Freemasons, Pan-Europe advocates, the Pacifist League, scientists, radio “fans,” feminists, workers for the blind and the Friends of Dumb Animals. The writer visited some of these meetings. Not only were the prepared speeches and the discussions entirely in Esperanto, but also even the chance remarks, all fairly bristling with technical terms and rendered with a spontaneity and a naturalness that are never paralleled except where all speak the same mother-tongue. The pronunciation, too, is so uniform that you never can tell the nationality of a speaker as far as his speech is any indication.

All this is easily a marvelous demonstration of language sufficiency and efficiency. More than this, it is a striking proof that, in spite of the age-long existence among us of the Tower of Babel, the nations may now meet one another on a basis of perfect linguistic neutrality, to express their thoughts and discuss fully their problems in a common speech. In an atmosphere where you cannot tell the Briton from the Bulgar nor the Frenchman from the Finn, the word “foreigner” has lost its meaning and differences in nationality disappear and are happily forgotten. An Esperantist Congress is the nearest approach to an international love-feast

that this crabbed old world has yet seen. Contrast it with the usual kind of world-conference with its linguistic chaos and its notorious and inevitable intrusion of the sense of national differences at every turn! In an atmosphere where all nations, large and small, have equal rights in relation to the vehicle for their thoughts, you have the necessary condition for realizing the "better understandings" so much desired.

To no one is this so obvious as it is to the tourist who uses the International Language. If you learn French, no Frenchman thereby feels obligated to run to meet you at the railway station. If a German learns English in order to visit America, you do not on that account take a day off to show him your home town. The friendly services which Esperantists of one country are always glad to render to those from another,—services which no cold-blooded tourist agency can give,—show that the human bond is something bigger than the mere possession of a language in common. It is nothing less than the idealistic faith that a world made better by a common tongue is a possibility here and now,—without waiting for a dreamer's millennium.

The study of a particular foreign tongue is pursued partly with the idea of understanding and appreciating one certain national culture. With that phase of the question this article is not concerned. However, a world with a growing sense of essential solidarity and conscious of a need for "better understandings" must have another motive for language teaching,—actually a new use of language in its broadest sense.

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ORTHOGRAMMATICS

I. A NOTE ON THE USE OF TWO MODAL AUXILIARIES IN FRENCH

IN a French grammar for beginners the following rule is found: "De, à, pour, sans, par are followed by the simple infinitive where in English we frequently find a present participle." Examples given: *Il est parti sans rien dire.* 'He left without saying anything.' *Elle a fini par se fâcher.* 'She ended by getting angry.'

First, one may observe that the form called in the passage quoted a "present participle" is a *gerund* or *infinitive ending in -ing*. Our point, however, in this brief note, is to compare the rule given above with the following test sentence: *I always begin the meal by naming the different dishes on the table: the meats [sic], the vegetables, the fruits, the salads.* Some of these plurals are a bit disconcerting. Again, let us not insist. This sentence, it may be observed, has very little in common with the examples given to illustrate the rule.

The two verbs *commencer*, *finir*, it is true, can be used in composition with *par*+*infinitive*; they remain the only two susceptible of such a treatment. Sometimes *débuter* and *achever* are added. (Mansion, 1927, *French Reference Grammar*, §104). But there is no evidence to support this view.

It should further be stated that when *commencer* and *finir* are followed by *par*+*infinitive* they are modal auxiliaries and not transitive verbs. They introduce a modality of the action affecting the following verb. They correspond largely to adverbs. *To end* and *to begin* have also that function in English. In the example: *She ended by getting angry* the verb *she ended* has no other meaning than that of the adverb in: *Finally she got angry.*

Now compare this with: *She ended the conversation by getting angry.* Here the verb *to end* has an object and *by getting angry* is a clause of the type described by Jespersen as subjunct or tertiary (*Philosophy of Grammar*, 1924, p. 105). The French translation would be: *Elle termina la conversation en se fâchant.* Likewise: *I always begin the meal by naming the dishes* must be rendered as: *Je commence toujours le repas en nommant les plats.*

To make the matter clearer I give the following examples:

A. The verb is used as a relational element (modal auxiliary).

1. *He began (the naming) by naming the dishes*, (then he named the forks, then the glasses, etc.). *Il commença par nommer les plats*. Naming as one continuous activity begins.

2. *She ended by getting angry*, i.e.: she finally got angry. *Elle finit par se fâcher*. The modal auxiliary *to end by* expresses the culmination of an inchoative-progressive action: *getting angry*.

B. The verb has concrete meaning and governs an object.

1. *He began the meal by naming the dishes*, (then he took some butter, then he helped himself to bread, etc.). *Il commença le repas en nommant les plats*. The meal begins, several actions are performed, first of which is that of naming the dishes.

2. *She ended (her breakfast) by smoking a cigarette*. *Elle finit (son déjeuner) en fumant*. *She ended* is here a transitive verb; *smoking* is the last moment of a series of independent actions. The meaning is not: *she finally smoked*, but: *she smoked at the end (of the series of actions)*.

Even when the verb *to begin by* is used as a modal auxiliary bearing on the first of a series of separate actions, it can be translated by *par+infinitive*, provided that it does not at the same time govern a concrete object. *He sat at the table and began by talking about Eastern politics*. *Il s'assit à table et commença par parler de la question d'Orient*.

In fact, *Il a commencé par parler* or *Il a commencé en parlant* can be used almost interchangeably when no additional concrete object is used with *commencer*; the difference is largely a matter of style. But as soon as the verb receives a concrete object the construction with *par+infinitive* becomes impossible. It would be wrong to say: *Il a commencé le repas par parler de la question d'Orient*. This is exactly what the test sentence I am criticizing might lead the student to consider correct French.

Many people will say that it is impossible to present such a discussion in a textbook. The wish may, at least, be expressed that language textbooks be prepared at least carefully enough to make sure that test sentences shall answer to the rule.

II. THE SO-CALLED "IDIOMATIC PRESENT"

Statements like the following are frequently found in elementary grammars: "Unlike the English, the present tense in French is always used to represent an activity or state which began in the

past and still continues. In such constructions 'for' or 'since' are translated by *depuis*." Examples given: *Je suis ici depuis dix minutes*. 'I have been here for ten minutes (and I am still here).' *Depuis quand êtes-vous ici?* 'How long have you been here?' This rule lends itself to criticism on several points.

The rule given applies not only to the present if by "present" we designate a *time-sphere* but also to the "past." If by "present" we designate a tense, it should be stated that the rule applies to the "imperfect" also. This last form represents nothing but the point of view of the present transposed to the past. Such a transposition gives us the *temps relatif*. In truth, we should speak of *present imperfect* just as we speak of (*past*) *imperfect*. We have to deal here with a modality of the action which may affect equally the present and the past. But as in the spoken language the present is concerned largely, if not exclusively, with events presented in duration, the distinction between durative and momentaneous action, which imposes itself in the past, does not call here for separate forms. (For a consistent presentation of this point, cf. Dondo, *Modern French Course*, Heath, 1929, pp. 303-304.)

The examples chosen do not bring out that feature which from a practical point of view might prove most helpful in guiding the student to a correct use of *depuis* with the present as an equivalent of the English compound tense, that is the presence of the progressive form in the compound tense.

With a verb like *to be* and a few others in English expressing state, the distinction between the progressive and the non-progressive form remains latent. One does not need to specify: *He has been being here for two hours*. This distinction becomes important with a verb like *to eat*, for instance. *He has been eating for two hours* is therefore correct, yielding the French translation: *Il mange depuis deux heures*. Such an expression as: *He has eaten for two hours* is, at best, unidiomatic English unless it takes in adverbs like *now* or *already*. The effect of these is to connect the action with the present of the speaker as does the progressive form. However, *Il a mangé pendant deux heures* is possible because in French the compound form (so-called *past indefinite*) is a preterite, whereas the English compound form that seems to match it is a perfect. A correct translation of the French sentence would then be: *He ate for two hours*.

In the past, on the contrary, the past perfect with *for* is not so difficult to find: *He had been eating for two hours. Il mangeait depuis deux heures. He had eaten for two hours. Il avait mangé pendant deux heures.*

There are, nevertheless, cases in which *depuis* is used in French with the past indefinite. *He has not eaten for two hours. Il n'a pas mangé depuis deux heures* (i.e. he has not touched food). Conversely, the following example containing the past indefinite with *depuis* will yield in English, but a *past* perfect: *Tu n'as plus paru ici, depuis le 6 août.* (Bourget, *Étape*, I, p.129). 'Since the 6th of August you have not appeared here once.' The use of the present would be just as unidiomatic here in French as that of the preterite in English. When the situation is such that the activity described is not felt as merging with the present of the speaker, the compound tense can be used in English with *for* and likewise the past indefinite with *depuis* in French.

This question, badly presented in most grammars, overlooked in not a few, calls really for a more prolonged discussion than can be contemplated in this note. It may, however, be observed that it is generally in negative sentences that *depuis* is used with the past indefinite. A negative assertion carries an element of perfectivity that disconnects the action from the moment when the speaker makes the assertion. To say that something is *not* is tantamount to saying that one knows it in its entirety, that our knowledge of it is total. The speaker cannot pretend to know in their totality actions that are still for him predicatives of being. (For the meaning of this term, cf. Jespersen, O., *A Modern English Grammar on Historical Principles*, 1927, III, §17.01).

This explains why with verbs like *recevoir* the present of which is susceptible of carrying perfective aspect, the past indefinite must be used even with *depuis*. Ex.: *J'ai reçu cette lettre depuis trois jours.* Note that English likewise would object to: *I have received it for three days*, the proper form being: *I received it three days ago.*

The opinion is sometimes held that with a negative sentence the rule about the "French idiomatic present" breaks down. But even with a negative sentence, provided the progressive form be used, French translates the compound form by the present with *depuis*: *He has not been eating for two days. Il ne mange pas depuis deux jours.*

To conclude, there is nothing so prejudicial to the study of languages as partial rules given in such peremptory terms that they betray the unwary student into accepting them as final. A student who has run foul of such a rule will carry the handicap of it through years of further study. The rule, the asperities of which it was some teacher's ambition to temper to the immature mind, remains henceforth a never failing inspiration to commit mistakes. Learning has been defeated.

III. THE TYPE: *Ne . . . ni . . . ni.*

In elementary grammars, it is frequently stated that with the construction *ne . . . ni . . . ni* as in: *Il n'avait ni bas ni souliers*, "after *ni* the partitive is omitted, but not the definite article before a general noun." Ex.: *Il n'aime ni l'histoire, ni les mathématiques*. Whereupon sentences like the following are found in the exercises appended: *He had neither faith nor courage*. The student naturally translates by: *Il n'avait ni la foi, ni le courage*. Both *faith* and *courage* are general nouns. It may be objected that we have in French such an expression as: *Il a la foi*. *Avoir la foi* is here but a verbal phrase signifying *croire* and nothing else; cf. *Il croit, c'est un croyant*. This absolute construction does not obtain with *courage*. It is then very difficult to make the student understand why his translation is incorrect. On the other hand test sentences like the following will also be found: *Elle aime la ferme et les fermiers*, which the student is expected to put in the negative form. Neither *ferme* nor *fermier* being general nouns the student will translate by: *Elle n'aime ni ferme ni fermiers*, which again is incorrect.

What determines the use of the definite article in the *ne . . . ni . . . ni* construction is not the fact that the substantives used as subjects or objects are "general nouns." The same substantive may be found with the definite article or without it in two different sentences both of the *ne . . . ni . . . ni* type. Ex.: *Il ne boit ni vin ni bière*. *Il n'aime ni le vin ni la bière*. *Vin* et *bière* are not "general nouns" in the second sentence any more than in the first. The only substantial reason is that, even in the positive counterpart of this type of sentence, *boire* governs a partitive construction while *aimer* does not. Ex.: *Il boit du vin*. *Il aime le vin*. When the positive sentence contains substantives preceded by the definite article, the latter will appear also in the negative construction. The type

ne . . . ni . . . ni without the definite article goes back to Old French where one could say: *Il boit vin* instead of: *Il boit du vin*.

However, what is likely to remain puzzling to the student is that one can say: *Il boit du vin* whereas it is impossible to say: *Il aime du vin*. This question has not so far received adequate treatment in elementary grammars. The difficulty is increased by the fact in colloquial English *I would like* (probably for: *I should like to have*) can be used with a substantive object preceded or not by *some*, as in: *I would like (some) wine*. Note the French translation: *Je voudrais du vin*. But it is always safe to point out to the student that *aimer* in French has just as absolute a sense as *to be fond of* in English. Not any more than one can say: *I am fond of some wine*, can one say: *J'aime du vin*. When you *like* wine, either *much* or *little*, these adverbs belong to the verb and not to the object; they are not expressions of quantity. When you *drink* wine, on the contrary, *much* or *little* are not to be understood as measuring the subject's inner propensity; they belong to the object. In one case it is a question of *much-liking* wine, whereas in the other, of drinking *much-wine*.

It may be objected that such expressions can be found as: *J'aime un peu de distraction, mais pas trop. Il aime du monde autour de lui*. In both cases we have here elliptical constructions in which such verbs as *prendre* or *avoir* might readily be restored. These expressions have certainly a colloquial flavor.

Again the objection may be raised that we have in French such an expression as: *Il boit bien la bière*. Note first that without the adverb *bien* such a construction is particularly lame. It is a simple equivalent of *C'est un buveur de bière*. Cf. *I am not a drinking man* for: *I am not addicted to drinking*. But whereas a verb of action like *boire* can sometimes assume an abstract meaning, a verb like *aimer*, denoting a state, cannot so readily be made to express concrete action.

The *ne . . . ni . . . ni* construction becomes *ni . . . ni . . . ne* when the sentence contains a dual subject instead of a dual object: *Ni l'or ni la grandeur ne nous rendent heureux*. Here too we may find the definite article or the partitive according to the form that would appear in the positive sentence: *Ni (des) serments, ni (des) protestations ne vous sauveront*.

Even in an elementary grammar mention should be made of

the fact that *ne . . . ni . . . ni* like *neither . . . nor* in English will admit as twin predicates not only transitive verbs with substantive objects, but also the verb *être* with either substantive or an adjective attributes. Ex.: *Il n'est ni bon, ni mauvais. Ce n'est ni un soldat, ni un marin.*

It may not be amiss to indicate that in colloquial French a clause containing *ni* can be compounded with a primary clause that did not at first involve a duality of nouns. Ex.: *He drinks no wine, nor beer either. Il ne boit pas de vin, ni de bière non plus.* In fact the *ne . . . ni . . . ni* construction is essentially rhetorical.

This *ne . . . ni . . . ni* construction must also be immediately and sharply distinguished from the somewhat similar construction: *ne . . . ni ne* as in: *Il ne mange ni ne boit.* In this case the negation bears on a duality of verbs: in the other case it bears on a duality of subjects or objects, generally the latter.

A further complication is presented by the auxiliary as in: *Il ne fut ni vu ni entendu*, where it seems that we have two verbs: *il fut vu, il fut entendu*, harnessed to the construction *ne . . . ni . . . ni*; one would expect the sentence to be patterned after *ne . . . ni ne*. This case goes back to a period in Old French when the past participle in the compound form was still behaving as an attribute of either the subject or the object of the verb.

As a matter of curiosity may be mentioned the compound type: *Ni les poules n'ont des dents, ni les citrouilles ne croissent sur les arbres.*

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LITERARY SPAIN, 1930

THE year 1930 seems to have been one of the most significant years of the century for Spain. Aside from political movements and reactions, the intellectual life of the nation showed the greatest activity in all lines: More and better work in biography, bibliography, and literary criticism; outstanding productions for the stage were not so numerous but touched higher points; the amount of translation of worth-while things from all nations was almost overwhelming; the novel did not reach the high standard it should have, but showed a trend that may be quite significant; good poetry, however, is more or less conspicuous by its absence; history, research, editing, and reprinting of worth-while literary works of former years all showed an increase both in quantity and quality.

In the window of one well-known bookseller just off the Puerta del Sol I counted last year Spanish translations of over forty foreign authors mixed in with the regular display of those native to the soil. Translations from the English comprised nearly half the total, exceeding by a wide margin the French, Russian, German, and Italian contributions. This fact is of considerable significance, taken in conjunction with certain political movements and declarations, for it shows that the affiliation of Modern Spain, intellectually as well as economically and diplomatically, is with the Americas and not merely with Hispanic America.

Turning immediately to names and titles, the longest list contains the essays, criticism, biography, both popular and erudite; in fact, the main literary activity seems to be intellectual research and discovery, not the novel, drama, or poetry. The first title must be *Catálogo bibliográfico de la sección de Cervantes de la biblioteca nacional* (Madrid) by Gabriel Martín del Río y Rico. This is an "obra premiada en el concurso público de 1916 e impresa a expensas del estado," a book of over 900 pages with each volume of the "sala de Cervantes" minutely described. This collection is "la única que posee las ediciones príncipes de todas las obras de Cervantes." This valuable work is dedicated to Francisco Rodríguez Marín whose name appears on the title page of the volume we must mention next. Don Francisco has continued his activities in collecting *Refranes Castellanos* (Madrid) and this new tome contains "12,600 refranes más" not contained in the collection of Cor-

rea, nor to be found in Rodríguez Marín's "más de 21,000 refranes castellanos." On the title page we find the apt "refrán," "En tus apuros y afanes, pide consejo a los refranes." I am going to place alongside of this a volume dated 1931, but which came to my hands in December, 1930, and which is here so apropos that it must be included: *Folklore y costumbres de España* (Barcelona) under the direction of F. Carreras y Candi who writes the Prologue. This "Tomo I" contains "Historia del Folklore"; "Mitología Ibérica"; and "El Toreo español." The book is profusely illustrated, both in color and in black and white, while the information on the material involved seems pretty fairly complete and is certainly interestingly given. Folklore is becoming the fashion along with backgammon, but the work in this line now being done in Spain is too well done to be merely fashionable. E. Barriobero y Herrán has a small volume of *Los viejos cuentos españoles* (Madrid) taken from Arguijo, Garibay, Pinedo, and El Duque de Frías. Put this with the "Refranes" and the "Folklore y costumbres" and we have an excellent line-up in this field.

In the "Biblioteca de filósofos españoles" Rodrigo Sanz edited Huarte's *Examen de ingenios* (Madrid) in two volumes. This edition of the sixteenth century precursor, in its two parts, of our modern orientation work in pedagogy and the present fashion in eugenics, is based on the "Príncipe" (Baeza, 1575) and the "Sub-Príncipe" (Baeza, 1594), and contains prologue, summaries, notes, etc., in the usual efficient manner of this series. Place this with Quintilian and much of the fame of our modern pedagogues in education fades into insignificance.

Reprints and critical editions are fortunately increasing in number and we may continue here with *Vida de Santa María de Cervellón* (Madrid) by Fray Gabriel Téllez published by el Duque de Fernán-Núñez. The Duke modestly states that his own work is reduced "sencillamente a desglosar, de los dos volúmenes que componen la obra, la parte que a mí me interesaba." We hope that he will fulfill his promise of thus making available other documents in his "archivo." In the "Serie escogida de autores españoles" we find *Amor y obligación* (Madrid) "comedia de D. Antonia de Solís y Rivadenera," edited by E. J. Martínez with rather full "observaciones preliminares" and bibliographical information. Another interesting publication along this line is *Los mejores artículos de Larra*

(Madrid) with an introduction by Alberto de Segovia. Continued and increasing interest in certain names of the last century give us this inexpensive collection of articles by a man who should be better known, or rather, more read.

The next pigeonhole is filled with biographies, and on top we naturally find *Galdós* (Madrid) by César E. Arroyo. This 100-page chatty little volume goes well alongside of *Memorias de Galdós* (Madrid) in Don Benito's "Obras inéditas, ordenadas y prologadas por Alberto Ghirardo." The first of these two books gives us little glimpses of the novelist's method of work, his study, etc., from the outside looking in. The second is a collection of articles by the man himself about himself and these pages should be read by every lover of Galdós and of Spain. "La Esfera" could hardly have realized what a contribution to posterity it was making when it secured these articles "para engalanar sus páginas."

There are two books bearing the same name, *Azorín*, both published in Madrid and both a biography of José Martínez Ruiz, as the title indicates. One is by Ramón Gómez de la Serna in "Ediciones La Nave," in the same style and get-up as his *Goya* in the same series. Profusely illustrated, this popular picture in photographs and words of an individual like Azorín is well worth while. Much that cannot be found in the scholarly treatise adds to our knowledge of the man and his works, and we can trust Ramón to produce just that, plus a compilation of lists, "discursos" and the like, not usually found in either scholarly or popular works. The other "Azorín" is a translation by J. Carandell Pericay and A. Cruz Rueda of the work by Werner Mulertt which came out in Germany in 1926. The work starts off with a discussion of "La literatura española a fines del siglo XIX," and continues through a detailed study of the different periods and various productions of this well-known modern writer of Spain, concluding with a measured consideration of Azorín's significance in contemporary literature.

The "Colección Hombres e Ideas" contributes *Menéndez y Pelayo y sus ideas* (Barcelona), "Recopilación e introducción de E. González-Blanco." A 40-page introduction places before us the man, his life, and his works and states that here for the first time appears in Spain a "síntesis seleccionada de las ideas más luminosas e interesantes que se contienen en las obras completas de Marcelino Menéndez y Pelayo."

Three biographies bear as titles merely these names: *Quevedo* (Madrid) by A. Porras; *Rubén Darío* (Barcelona) by F. Contreras, and *Angel Ganivet* (Madrid) by Q. Saldaña. The first is a chronological consideration of Quevedo's life, taking it up in three epochs. A staccato, exclamatory style has been purposely employed, and this seems at times to becloud rather than clarify. There is an evident attempt to fit the man into his times rather than present the author and his works. Contreras' study of Darío is quite simply a presentation of "La Vida" and "La Obra" of the poet. Knowing the Hispanic American world of letters, the author is well equipped to place his man properly in his milieu and we get a pleasantly sketched picture of Darío, not only in his relation to the poetry of Spain but as a part of the movement of world Spanish letters. In the book on Ganivet, his "life" is present more as an accessory, for the character of the work is well expressed by words chosen at random from chapter headings: "espíritu," "ideología," "misticismo," "filosofía," all followed by "... de Ganivet."

C. González Ruano has published a rapidly written, down to date, reportorial type of biography in *Vida, Pensamiento y Aventura de Miguel de Unamuno* (Madrid), with an excellent bibliography at the end. Unamuno is also included in A. Precioso's *Espanoles en el destierro* (Madrid) which in addition presents Santiago Alba, Blasco Ibáñez, Sánchez Guerra, Ortega y Gasset, Espla, and López Ochoa. The author was a confirmed enemy of the government of Primo de Rivera and is fair enough to state this, although as a result his statements "pierdan valor objetivo." At any rate we have here something fresh, even though one-sided, about men whose names have recently been prominent.

"El libro del pueblo" publishes a 50-page pamphlet *Biografía de Jacinto Benavente* (Madrid) by A. Lázaro, with a list of the dramatist's works through 1929, a total of 122 titles. Of these works Lázaro makes this statement: "Hay, sin duda, en la labor de Benavente una decena de obras que resistirán el examen de los siglos."

In the series "Vidas españolas e hispano-americanas del siglo XIX" (Madrid), we have five titles of interest: *Eugenia de Guzmán, Emperatriz de los franceses* by the Marqués de Villa-Urrutia; *Joaquín Costa, el gran fracasado* by A. M. Ciges; *Riesgo y ventura de Duque de Osuna* by A. Marichalar; *Bolívar el Liberiador* by J. M. Salaverría; *Don Francisco Martínez de la Rosa, político y poeta* by

Luis de Sosa. Many articles and longer works in Spanish-American countries commemorated the centenary of Bolivar's death and it is fitting that the year should include his name in this worth-while series. The last name of the above five is also found in the French series, "Bibliothèque de l'école des hautes études hispaniques": *Un homme d'état espagnol: Martínez de la Rosa* (Bordeaux) by Jean Serrailh.

Baiz Baños' *Ideario de Cervantes* (Madrid) was put into a convenient two-volume form (introduction dated June 23, 1918) and here we find in anthology form Cervantes' own ideas on most subjects and many persons. Don Miguel Artigas, this time in collaboration with Pedro Sáinz y Rodríguez, has continued his excellent work on Menéndez Pelayo with *Epistolario de Valera y Menéndez Pelayo* (Madrid). The volume starts with the earliest letter of their correspondence that has been preserved, September 28, 1877, and continues down to the year 1885. Many of Valera's are dated Washington, D. C., and contain much of interest aside from the study of the two men; for example, "A mi ver, el mejor poeta que tienen aquí se llama John Greenleaf Whittier," etc.

Passing from one-name books we come to Salverría's *Nuevo retratos* (Madrid). He starts with Pérez Galdós, takes up the Generation of '98, Gómez de la Serna and "el vanguardismo," inserts an earlier essay or two and ends with one of those clever personal skits that the Spaniard does so well, under the title of "Salaverría más Salaverría." In Urabayan's collection of "ensayos," *Vidas difícilmente ejemplares* (Madrid) this delightful writer starts off "En Toledo, la buena, 'esa villa real' . . ." and there is difficulty in deciding whether one is being told about the city or the famous names associated with the town. To me this is a pleasing travelogue through Toledo, Escalona, regions sung in story both for themselves and their human product. Urabayan has a charm all his own.

In "Cuadernos de cultura" Francisco Pino devotes most of the pamphlet to the Generation of '98: Blasco Ibáñez in a section by himself, followed by short estimates of such names as Unamuno, Baroja, Valle Inclán, Azorín, Pérez de Ayala. Then comes the collection of Eugenio D'Ors, *Cuando ya esté tranquilo* (Madrid), including quips, quirks, and queries varying from three or four lines to three or four pages, and from "El Padrenuestro del indio Quí-chua" to "Lluvia en Sevilla."

The "Colección Labor" (Barcelona) has two titles of considerable interest: *Las escritoras españolas* by Margarita Nelken and *Literatura dramática española* by Angel Valbuena; both show the usual "esmero" of both text and illustrations that distinguishes this series. Señorita Nelken's work gives something that a bibliography such as Criado's can never supply.

A pamphlet by J. López Núñez is more important for its significance in the subject than in the material: *Don Juan Tenorio* (Madrid), "Historia, versos y anécdotas de esta obra inmortal de José Zorrilla."

A 423-page book, *Estimaciones literarias del siglo XVII* (Madrid) by M. Herrero-García, gives us contemporary estimates and inter-influences of "La Celestina," Garcilaso, Lope de Vega, Góngora, and Cervantes. The author is doing a very worth-while work on that century. This might almost be a continuation of his *Ideas de los españoles del siglo XVII* of 1928.

A. Alcalá Galiano, in *Figuras excepcionales* (Madrid), wanders from D'Annunzio to María Guerrero, el Padre Coloma to Clemenceau, Blasco Ibáñez to Bernard Shaw, etc. Another, *Caras, caretas y carotas* (Madrid) by C. González-Ruano, of the same variety, differs only in collecting the authors by countries or provinces in the chapter sequence.

The next two are devoted to Spanish America. Henríquez Ureña's *El retorno de los Galeones* (Madrid) contains two articles from this able pen, one on the "intercambio de influencias literarias entre España y América durante los últimos cincuenta años," and the other on colonial times. *Mapa de América* (Madrid) by Benjamín Carrión takes up six names known to few who have not worked especially in this field, beginning with Teresa de la Parra and ending with Mariátegui.

Manuel Azaña's *Plumas y palabras* (Madrid) is an interesting collection of articles ranging from George Borrow to Ganivet, "El '98," and ends up with a fairly long, quite personal article on "Madrid" which has for me many of the attractive points of the author's "El jardín de los frailes."

A 1929 book that belongs in this group is *Mirador* (Madrid) by Angel Dotor y Municio, a collection of his essays on "Las letras" in Spain and America with a half-dozen on other lands. The closing few are on Art. Blanco Fombona has also collected in book form

many of his articles appearing in "La Voz" and "El Sol," under the title of *Motivos y letras de España* (Madrid). As might be expected, much of this material bears on the interrelationship of Spain and Spanish America. Pedro Corominas in *Por Castilla adentro* (Madrid) puts together in the same way articles dating back to "ensayos," written or spoken. Corominas has, however, three main themes to unify his work: "La guerra nacionalista de las comunidades de Castilla," "El concepto de la unidad política en la monarquía leonesa" and "El sentimiento de la realidad en los libros de caballerías." An interesting introduction on how the volume came into being reveals, in some ways, more of the author than it does of the book. José Bergamín's *El arte de birlibirloque* (Madrid), "entendimiento del toreo," is one of the "arty" books in reality. Starting with a quotation from Calderón:

Todo el valor en el pecho,
Todo el temor en los pies.

we find aphorisms, paragraphs, page or two elucidations of this and that, occasional line drawings in modernistic style, quite a different type from Duñaituria's *Observaciones sobre la enseñanza y difusión de la lengua y cultura españolas en el extranjero* (Madrid), an essay whose title speaks for itself.

Three publications take up three literary phases of continual interest: R. Baeza has a pamphlet entitled *Clacisismo y Romanticismo* (Madrid) in the series "El libro del pueblo." This is one of the productions in commemoration of the centenary of *Hernani*. Bolívar and Romanticism were to the fore at the same time. Araquistáin in *La batalla teatral* (Madrid) has taken up four aspects of the stage: "Teatro y sociedad," "Antiguos y modernos," "Críticos y autores" and "Actores y espectadores." The third, volume 1 of a new series entitled "Las cien obras educadoras," is *La poeta española contemporánea* (Madrid) by A. Valbuena Prat. A short, excellently done study, the author evaluates the schools and important poets from Darío down to the present, with "Juan Ramón" as the intermediary or "introducción al novecentismo." His true school is "de las poetas de las últimas tendencias," the last three words being the title of Valbuena Prat's last chapter.

G. Marañón, whose name is better known over here now than it has been, contributes an *Ensayo biológico sobre Enrique IV de Casti-*

lla y su tiempo (Madrid). The author has a list of twenty-three original or translated works, and lists as "En preparación" thirteen more. These are all in the biological field and his work is constantly increasing his prestige in this line.

The last of this collection of "ensayos," studies, critiques, etc., is gotten out by Ortiz Echagüe under the title of *Tipos y trajes de España* (Madrid). It contains short articles on types and costumes in Castile, Aragon, Northern Spain, and Andalusia by over a half-dozen well-known names, starting with Ortega y Gasset. The second half of the volume consists of eighty full-page, fascinating pictures of types and costumes of the various regions, with an "índice comentado de las láminas," by Ortiz Echagüe himself. A most interesting book, the pictures well selected, and the whole thing beautifully put out, this supplements finely the folklore-"refrán" type with which our list started.

THE NOVEL

In an interview in the "Gaceta Literaria" last year Señor Prieto of the "Librería Renacimiento" says: "Sobre todo existe una marcada tendencia por las novelas de aventuras, viajes, biografías y en general por todas aquellas que tengan algún contenido: en cambio, la novela llamada de costumbres ha decaído bastante. También se venden bien los clásicos, pero éstos tienen su público especial."

This is, as everyone so tritely remarks, the age of the detective novel, of popularized biography, in actuality more or less a revival of the romantic era in another form. One of the better known novels of Fernández y González ran serially in "ABC" last year; cheap, paper-covered editions of several of the most popular of the nineteenth century historical novels were on the market, and one by the above author was put out by no less than three different publishers.

T. García Figueras wrote *Del Marruecos feudal* (Madrid), an historical novel with the famous Raisuli as lead. Luis de Oteyza, mentioned as "narrador amenísima," follows his adventure novel in China with one about Yucatan: *El tesoro de Cuanthémoc* (Madrid). For the detective novel, translations of Wallace and Fletcher are too numerous to mention.

There seems also to be a return to the folk stories and legends.

Concha Espina has many a familiar tale in *Siete rayos de sol* (*Cuentos tradicionales*) (Madrid). Her *Copa de horizontes* (Madrid) seems to be a mixture of the Concha Espina we have become accustomed to and an attempt at ultra-modernism in archaic style; something you read with a sort of interest and yet, at the same time, you wonder why. The book is the last word in well-done publishing, with black and white drawings and an occasional startling full-page picture in colors.

A neighboring country prints an excellent group of short stories collected by Y. Carmen de Battle: *Cuentos españoles de autores contemporáneos* (Paris), 23 authors, 23 stories. Names such as Valdés, Rodríguez Marín, Baroja, Insúa, Fernández Flórez.

We are much puzzled by works from the pen of Blasco Ibañez. *El fantasma de oro* (Valencia), one of the best of his stories touching on the region of Monte Carlo, has merely the statement that it is copyrighted by the "herederos de V. Blasco Ibáñez." His early, little-known novels are being printed and advertised in such a way that one cannot tell whether or not they are reprints or posthumous works. A final, complete, and accurate bibliography of his product as soon as possible is highly desirable. The *Libro-Homenaje al immortal novelista V. Blasco Ibáñez* (Valencia, 1929) contains much of worth and interest in its numerous articles and photographs, but the "lista de la obras" is limited, to say the least. An unusual edition of "La barraca" appeared, with thirty-six illustrations by José Benlliure, at the end of 1929. It is quite fascinating if one cares to pay.

Azorín has a novel which is disclosed by the title and subtitle: *Pueblo (novela de los que trabajan y sufren)* (Madrid). This is not a novel according to any other than a most modern definition. The theme is again given in what takes the place of an introduction and consists of two sentences "Obrero:- ¡ Si supieras lo cansado que estoy!—Escritor:—¿Es que crees tú que yo estoy en un lecho de rosas?"

A while ago a friend wrote me from Madrid that a new literary star was shining, Tenreiro, and a week later I received his *La ley del pecado* (Madrid). The author is not a beginner in the field of writing but this is one of the better things, not only of his but of the year. Many of these self-analysis, soul-searching books simply bore one, but here is a power and a gift of words and phrase which is rather unusual and the introductory description is a gem in itself.

In contrast to this (not in quality but in content) is W. Fernández Flórez' book of the Great War. *Los que no fuimos a la guerra* (Madrid), from the outside of the paper cover to the very last word, is as clever a satirical picture of the small Spanish town during the European war as one could ask for.

The picture of Madrid given by Gómez de la Serna in *La Nardo* (*novela grande*) (Madrid) gives only one side and that the least agreeable one. It is, in a way typically "novela ramoniana" but perhaps more truly a novel than some of his. *La turbina* (Madrid) by C. M. Arconada is another novel of struggle, of struggle between two brothers and at the same time between the old and the new: the question is, shall electricity come into the small "lugar"? The book is worth while.

The following six titles all come under the heading of "Colección valores actuales" and bear the stamp "ediciones ulises" (Madrid) as do the previous two: *Tres mujeres más equis* by F. Ximénez de Sandoval; *Viviana y Merlín* by Benjamín Jarnés; *Agor sin fin* by Juan Chabás; *Pasión y muerte apocalipsis* by Corpus Barga; *Cazador en el alba* by Francisco Ayala; *Naufragio en la sombra* by V. Andrés Alvarez. These are all short, modern, though not modernistic as a rule, and are samples of what we must read to find out what is going on in the novel. Two of the six names will probably be known to most, the others are more or less newcomers. Fortunately this edition has a short "biographical interview" with each author as the introduction to the book. Jarnés calls his a "leyenda" and rather overdoes the matter of literary mythological references, seeming also well acquainted with Tennyson, Shakespeare, and Mark Twain. In "Agor sin fin" Chabás is above the average on the struggle theme.

One more novel must be added though it was written in New York and published in France. Max Ríos Ríos has put into *La Bella intrusa* (Toulouse) the story of a section of the Spanish-American colony in New York. This is, of course, not Spain, but it is an aspect we should be acquainted with and we may well believe that some of Señor Ríos' well laid out pictures are autobiographical and hence true to facts.

THE PLAY

This year there will be no detailed list of plays and authors. A very few names will be mentioned, and then I have chosen two

plays, of different type, that I saw in Madrid and I shall try to present in a short space the impression these made upon me as representing the Spanish stage.

There is in printed form *Eva Curiosa* (Madrid), "libro para mujeres," by Martínez Sierra. The index contains twenty-three headings and here dialogue, skits, short dramatic tales are intermingled, with the cleverness and skill that distinguishes this well-known playwright.

Angelita (Madrid), "auto sacramental," by Azorín, has a prologue explaining the genesis of this drama and an appendix containing two notes printed on the program at the "estreno." Here one sentence may give the feeling with which Azorín is trying to imbue his play: "Es hora ya de que el teatro español vuelva a utilizar uno de sus más eficaces y fecundos recursos: lo maravilloso." This edition is also illustrated with photographs taken of the "grupo de amigos" that presented the play in Monóvar. With its *Angelita* and the first, second, and third *Angelas*, the thing, "auto" or no, certainly is interesting.

In book form also will be found two others I wish to mention: *La corona* by Manuel Azaña and *El burlador que no se burla* by Jacinto Grau. I like Azaña better the more I read him, and Grau has the Don Juan scheme in an unusual manner.

Now for the two plays as presented in public. *La monja blanca* by Eduardo Marquina is a play I could see and see again with increasing interest. Presented by the company led by Santiago Artigas and Josefina Díaz de Artigas, the whole production was marvelously staged. The cast had no low spots as will frequently happen here, and the setting was perfect. A serious drama is portrayed by means of a scheme exactly like the "throwback" of the movies. The "monja blanca" appears as such only toward the end, but the mysterious monk is there at the start and finally he comes to the point of full confession of his past life. The stage is dark except for one corner where, through a veiled effect as though a shaded window, are seen the monk and the father confessor. The confession starts, and as soon as the background is painted in by the monk's vivid words, the lights reverse, the window fades to blackness and the stage appears complete. On it now is presented the deeds brought out in the confession. Thus, with an occasional turn to show us that the confession continues and when it stops, the play

goes on to its inevitable end, impressive, stately, moving, magnificently done, a credit indeed to its author in verse, in concept and in production.

The other play to be mentioned is *Mariquilla Terremoto* by the Alvarez Quinteros, presented by Catalina Bárcena and her company. Here we have just the opposite, yet something charming, and just as well done in its genre as Marquina's play. In Andalusian setting, Mariquilla returns to her village from a wondrous success on the stage. Without plot "que valga," with merely the clever dialogue of the Quintero brothers plus the charming personality of Srta. Bárcena, a play has been evolved which delights at every moment, but which, put into printed words, would lose half its charm.

These two plays seem to me to represent the Spanish stage of today. Marquina's serious, rather mystic type of product, with, at the other extreme, the warmth and vivacity of the "Tierra de María Santísima."

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FOURTH BIENNIAL CONFERENCE OF THE WORLD FEDERATION OF EDUCATION ASSOCIATIONS

To the Editor of *The Modern Language Journal*:

The National Federation of Modern Language Teachers is a member of the World Federation of Education Associations, and was represented at the conference held in Denver, July 27–August 1, by its quota of three delegates. These were: Professor E. B. Place, of the University of Colorado, who served as Chairman of the Section of Colleges and Universities; Supervisor George W. H. Shield, of Los Angeles, who was the representative on the Nominating Committee; and Professor C. D. Zdanowicz, of the University of Wisconsin, who was again a member of the Committee on Resolutions, as at the meeting in Geneva in 1929. The Federation was represented at the meeting at Toronto, in 1927, by Professor W. A. Beardsley, of Goucher College. At each meeting the delegates have been impressed by the importance of the gathering, and have so reported to the Executive Committee. Some account of the organization, its purposes and proceedings, may be of interest to readers of the *Journal*.

The World Federation was organized at San Francisco, in 1923, having as its main objective the advancement of world peace by the cultivation of better understanding among nations through their organized educational bodies. Among other definite aims, to achieve this main purpose, is educational coöperation, to foster the dissemination of information concerning the progress of education in all its forms among nations and peoples.

Some of the vital activities are: the biennial meetings, at which reports of great significance are made and material and ideas exchanged, and acquaintances formed and contacts made with other organized workers in similar fields in other countries; the gathering and dissemination of information by reports, books, etc.; the stimulation of special studies and investigation in different parts of the world; the working out of plans to present to the children and youth of all lands the necessity and means of coöperation and mutual understanding.

There are two classes of membership, full and associate. The first class is composed of associations national in scope; the second of those more limited in character, including state and city associations of teachers, universities, and special groups. Among the first group are found the N.E.A., the American Federation of Teachers, the Canadian Teachers' Federation, Educational Institute of Scotland, National Union of Teachers of England and Wales, Japanese

Teachers Association, Chinese Nat'l Association for the Advancement of Education, Bund Entschiedener Schulreformer of Germany, Hungarian Pedagogical Society, All-India Federation of Teachers' Associations, English Associations of Head Masters, and of Head Mistresses, and of Assistant Masters and Assistant Mistresses in Secondary Schools (all separate organizations), etc. Unfortunately, so far, continental Europe and South America are not well represented, though there are usually individual delegates from many nations whose teachers' associations are not officially members of the Federation.

The officers consist of president, three vice-presidents, representing other countries, a secretary, and a treasurer, all serving heretofore without pay, except for an honorarium to the secretary. There has been a paid field representative. At the Denver meeting Dr. Augustus O. Thomas, who was the real founder of the Federation and has served with tact and devotion as its President, was made General Secretary, on a salary, and Professor Paul Monroe, of Columbia University, was chosen President. Neither was able to give a definite acceptance. The election of officers, and the general direction of the Federation, is in the hands of the board of seventeen directors, representing the larger organizations and the different countries holding full membership.

The varied activities of the Association are carried on through departments or sections, which, at the recent meeting, covered the following fields: Home and School, Health, Educational Crafts, Teachers' Organizations, Preparation of Teachers, Social Adjustment, Rural Life and Rural Education, Illiteracy, Preschool and Kindergarten, Elementary Schools, Secondary Education, Colleges and Universities, Geography, The Unusual Child.

The specific discussions on world peace and the best means of attaining it center in the five Herman-Jordan Committees, so-named because the twenty-five thousand dollar prize offered by Dr. Raphael Herman after the organization meeting in San Francisco, for the best plan calculated to produce world understanding and coöperation through education, won by Dr. David Starr Jordan, has been devoted to the work of these committees. Each committee is international in membership and in continued existence, engaged in the study of some special topic, such as: military preparedness, special arrangements for training youth in world amity, best means for introducing instruction in the efforts which have been made to settle international differences through peaceful means, etc.

The sections in which the delegates of the Federation of Modern Language Teachers participated were those on Secondary Schools, and on Colleges and Universities. The latter has suffered from lack of a permanent organization. That an interesting program was presented at the Denver meeting was due almost entirely to the efforts

of Professor Place, who was asked only a short time before the meeting to assume the chairmanship of the section. Mr. William H. George of the University of Hawaii, Honolulu, acted as secretary.

The program was as follows:

FIRST SESSION

"Development of International Relations of Colleges," E. A. Méras, Adelphi College.

Discussion lead by Jacob Van Ek, Dean of the College of Arts and Science, University of Colorado.

"Radio Broadcasting by Colleges," W. S. Hendrix, Ohio State University.

"General Discussion."

SECOND SESSION

"Means of Developing Closer Relations Between the Universities of the United States and the Universities of Latin America," Rufus von Kleinsmid, President of the University of Southern California, Chancellor, Los Angeles University of International Relations.

"Discussion," Gabino A. Palma, University of Mexico.

"How Can the Subject of Economics Be Modified or Developed as a Means Toward Better Understanding of National Life in an Internationalized World?," William H. George, Dean, Department of Economics, University of Hawaii.

All of the addresses were stimulating presentations of the subjects and provoked as much discussion as time would permit. It is to be hoped that they will be published in some form. The limited scope of the topics was recognized and was due to the lack of foreign representation. It is expected that this will be remedied if the resolution given below is carried into effect. The following resolutions were adopted, and sent to the Committee on Resolutions of the World Federation:

1. *Resolved:* That in order to insure continuity of organization of this Department of the Federation and to constitute an effective agency to initiate and carry out constructive programs as a constituent member of this Federation, steps be taken to set up a Central Committee or Executive Council, consisting of representative college and university men and women among the several fields of higher education in the various nations, which committee or council shall be charged with the duty to prepare a simple statement of organization and procedure, to arrange convention programs of addresses, discussions, round-tables, to publish reports and in general to disseminate information looking toward a clarification, if not a unification, of aims and means, the better to bring

about closer solidarity in all that pertains to increased international understanding and intellectual reciprocity.

Resolved Further: That the Chairman of this present session be instructed to designate a Committee to initiate action toward the consummation of the purposes outlined in the preceding paragraph, said action to be governed by consultation with and approval of the Executive Officers of the Federation.

This was referred to the sub-committee of the Directors on sections.

2. *Resolved:* That the W.F.E.A. record its appreciation of those governments which use their radio broadcasting facilities for the education of their citizens; and that the Federation urge all national governments to include a representative of their respective educational administrations in the delegations sent to the international Radio Convention to be held in Madrid in 1932, in order that these official representatives of public education may participate in the formulation of the regulations which will govern the distribution and use of radio facilities throughout the world.

3. *Resolved:* That the W.F.E.A., recognizing the possibilities of promotion of international understanding and good will through such agencies as the radio and the cinema, hereby request the directors to appoint a committee to study the best utilization of these agencies for this purpose, to make recommendations to this effect, and to cooperate in organized efforts having this end in view.

4. *Resolved:* That the Directors of the W.F.E.A. consider the advisability of the appointment of an international committee to study the methods by which students may obtain greatest benefit from study in a foreign country.

These resolutions were approved by the body of delegates, with the understanding that when several resolutions deal with the same subject they may be subsequently combined in the editing for publication. For instance, the following resolutions from Herman-Jordan Committee No. 3 would cover some of the points mentioned above:

The W.F.E.A. urges colleges and universities to establish courses in International Relations and to place increased emphasis upon subjects in the curriculum which promote international understanding and friendship, such as the history of international relations, international law, treaties and agreements, arbitration cases, international organizations, comparative governments, etc.

The W.F.E.A. recommends that a Committee be appointed by the Directors to consider the possibility of the formation of an international University Board with the following purposes in view: (a) To establish a uniform system of evaluating entrance credits; (b) To assist in adjusting the foreign student to his new environment by suitable means, such as the International House, and to

study the problem of fitting him to readjust himself upon his return home so that his usefulness and service to his country will be increased.

The W.F.E.A. recommends: (a) The teaching of plays and games of various countries, correlated with social studies, by making literature and directions dealing with this type of instruction available. (b) The holdings of play days, which by their nature eliminate competition between nation and nation, in order to bring together the youth of different countries of the world.

The World Federation of Education Associations recommends the formulation of a system whereby young people may broadcast, by radio, speeches describing the life, customs, and ideals of the respective countries and exchange messages of good will and amity.

The W.F.E.A. urges colleges and universities to establish bureaus for the purpose of disseminating information concerning the people of the various countries, by furnishing speakers from among their foreign students and by supplying to the newspapers and other periodicals articles written by them.

At the first session of the Department of Secondary Education, your delegates participated in the discussion and presented one of the resolutions on the use of the radio which was subsequently adopted. Owing to conflict in hours with the section on Colleges and Universities, they were not able to attend the second session, and the program of that meeting is given as announced without assurance that it was actually carried through. The chairman was Principal R. F. Myers, Thomas Jefferson High School, Council Bluffs, Iowa; the secretary, Mrs. U. Gordon Wilson, London, England.

FIRST SESSION

"Course of Study and Programs for the Development of International Understanding and Coöperation" A. J. Jones, University of Pennsylvania. Discussion led by I. M. Levan, Department of Education, Ontario, Canada, and Mr. G. R. Parker, London, England.

(Professor Jones was unable to be present, but an outline of the work of an Anglo-American committee, interested likewise in the interchange of teachers, was presented, and various means of stimulating interest in international matters in schools was discussed. Among the means actually used in some schools mention was made of exchange of school publications with foreign schools, correspondence between pupils, international clubs and special programs presented before the school, celebration of Good Will Day, exchange of Christmas boxes, scrap books, and so forth.)

"The L. W. Brooks Course of Study on International Understanding for High School Level (Detail Herman-Jordan Plan)."

Discussion by Christena Rosendale, Wichita High School, Wichita, Kansas; Spencer S. Fishbaine, Central High School, Detroit, Michigan, and others.

SECOND SESSION

"Instruction in Economics as a Contributing Factor to the Understanding of National Geographical Values, the Interchange of Products, the Interdependence of Nations in Trade and Commerce, and General International Harmony," H. A. Constable, Association of Assistant Masters, England. Discussion led by Gyan Chand, Professor of Economics, Patna University, India.

"Children's Creative Literature," L. B. Cooper, President, International Children's Creative Literature League, Cincinnati, Ohio.

"Importance of World League of International Associations," Mrs. Alice Wilson, San Francisco, California.

"Visualization of the Blue Bird," Mrs. Hazel King, Detroit, Michigan.

BUSINESS SESSION

The following resolutions were adopted by the section and later by the Delegates' Assembly:

The W.F.E.A. recommends

1. That in view of the possibilities of its use in developing greater mutual understanding and friendliness among nations, the study of the feasibility of international radio broadcasting of educational programs for school children of other nations, be commended to the national educational authorities and to those in charge of radio broadcasting in each country in the hope that a plan of coöperation to this end may be worked out.

2. That the possibilities of the use of tonal moving pictures for the true presentation of life in foreign countries for the benefit of school children of all nations be commended to the study of the proper educational authorities and organizations.

3. That Governments and States should, where necessary, bring about such modifications of the existing laws as will make the interchange of teachers in secondary schools a real possibility.

4. That the interchange of pupils during vacations or in the course of the school term should be encouraged.

5. That the interchange of correspondence and of publications between schools should be extended.

6. That schemes be considered whereby individual schools in the different countries should be paired with similar schools in other countries with a view to the development of mutual understanding.

(Note: The scheme instituted by the Anglo-American Committee under the auspices of the secondary department of the University of Pennsylvania is an illustration.)

7. That adequate time should be given to the study of foreign languages in order to facilitate intercommunication and good understanding.

8. That in the curriculum or in extra-curriculum activities, adequate attention should be given to the development of international understanding.

Many other resolutions of general interest were adopted which should be given wide publicity, but do not immediately concern the modern language teachers and can hardly be given space in this report.

There are great possibilities for good in the World Federation. Very naturally much of the time so far has been taken up in discussion and resolutions. But the very fact that representatives of the educational associations of so many nations have been able to meet, and to learn more about each other's problems and difficulties, and to seek earnestly to direct education away from the things that lead to war, and toward those which make for better understanding and good will, is in itself a good thing. It is earnestly to be desired that more of the European organizations will participate. Particularly was the preponderance of the American and British delegates evident at this meeting, when, of more than three thousand who registered, only a few score were from other countries. The division was about half and half at Geneva. Under such circumstances it is very difficult to broaden the discussion so as to include European conditions, and when this is done there remains the Far East to be considered.

Inevitably resolutions were introduced and discussion took place which was based on conditions in our own country, but when this reached the delegates' assembly the broader aspects were always considered, and everything not generally applicable eliminated, so far as possible. There was evident a fine spirit of tolerance and a grasp of world problems and a world vision on the part of the leaders.

The general programs were of great interest and brought to the platform distinguished speakers and representatives of many nations, with information about the educational progress in their countries and messages of good will. English was the only language used except for one address in French, and a few words in Spanish, and for an eloquent speech in his native tongue by Chief Little Blazes, of the Blackfoot tribe of Indians, who had come as one who had been touched by the adult education movement. In full regalia he added a colorful and appropriate touch to a meeting at such a place.

Plans are being made for a regional conference in 1932 at Hawaii. The place for the next World Federation Congress has not been fixed, and it is possible that it will be postponed until 1934. It is important that the modern language teachers of this country, whose subject gives such opportunity for encouraging an international point of view and better understanding of foreign nations, should continue to participate in these meetings.

CASIMIR D. ZDANOWICZ

IMPRESSIONS OF THE SECOND INTERNATIONAL CONGRESS OF
TEACHERS OF THE LIVING LANGUAGES

To the Editor of *The Modern Language Journal*:

Those who studied at all critically the program of the Congress must have been struck by its length, which extended over six days, from a tea on Monday to an inspection of the Cité Universitaire on Saturday afternoon. It would seem as if at least one day could have been spared, since the programs of Monday afternoon and Tuesday morning, when representatives of the various nations presented their governments' felicitations, did nothing to advance the actual work of the Congress.

As the program itself was printed in advance, and was adhered to quite faithfully, apart from considerable time-shifting, it is not necessary to go into any discussion of the papers and the debates on them. Moreover, it is my understanding that the entire proceedings are to be printed in a comprehensive report which can be had for 30 francs. I shall therefore merely indulge in some critical observations with regard to the organization and technique of the meeting.

The practice of printing in advance the entire substance of each paper has these advantages: (1) Papers are likely to be more substantial; (2) Discussers can prepare their remarks with more precision; (3) Speakers can be held to their time limit. It also has disadvantages: (1) It is very expensive; (2) It is rather boring to listen to the reading of a long report which lies printed before you; (3) The very long pre-preparation of a printed report robs it of certain qualities of freshness and timeliness. Add to this the fact that the discussions in Paris were not much more pertinent than our own are wont to be, and one comes to the conclusion that the extra printing cost might have been saved to advantage.

I rather liked the regulation that those who wished to discuss a paper gave their names in advance to the secretary; also the fact that a time limit was set and adhered to. This scheme would obviate the worst features of our American M.L.A. meetings and would enable secretaries of divisions to apportion their time more effectively.

The language problem did not bulk large at this congress, but it revealed itself sufficiently to show that it must be dealt with in

the future. Few of the delegates availed themselves of the privilege of using their native language, and an overwhelming majority of those present understood and spoke French. The problem will be much more acute, however, if and when further sessions of the Congress are held in other countries, where the language of the land will presumably form the linguistic starting-point of the meetings. In my opinion, English, French, and German will have to be accepted as basic languages, and the necessity of presenting translations of papers or discussions should apply only to languages other than these three.

Any American observer who had experienced as many meetings of the M.L.A. as the present reporter must have been struck by many things which indicated the inexperience of the managing committee of this congress. I set down here such of my observations as touch on questions of principle, and intend to transmit a series of detailed suggestions to the General Secretary for the benefit of future committees.

1. It is axiomatic in America, I think, that one of the chief benefits of learned meetings is to promote those personal contacts which furnish many of the mainsprings of professional progress. How much more important to insure such contacts in the case of a congress which, as every third speaker assured us, was to promote international understanding! But the provision for getting acquainted was in part wholly absent, in part poorly devised. At the receptions the delegates were bombarded with speeches; there was no "mixing committee"; the French committee wore no badge; there was no club-room for delegates to meet in; the banquet was like all banquets. It would have been easy for a delegate to go through the entire six days without making a single new acquaintance, and I am convinced that the majority of them did so.

2. Our French colleagues betrayed considerable ignorance of the principles of parliamentary procedure, as the following personal experience shows in an amusing way. I participated in the debate on Mme Köhler's paper on method, and as my remarks were quite impromptu, having intended to act as observer rather than as active participant, I spoke in English. I referred to our American experiences with new-type tests and made the point that it was time to refer the study of method to the laboratory and the work-room, instead of making theoretical speeches about it. As some delegates had not been able to follow me and still wanted to know what I had said, the chairman translated my remarks (quite inadequately); but it seems that our tests are either untested or detested over here, so he felt impelled to assure his hearers that he took no stock in what I had said!

3. The lack of a designated business session was a serious defect in organization. What happened was that resolution after

resolution was presented on the heels of some report or speech and acted on *viva voce* on the spot. I presume that nothing revolutionary was transacted: but it is obvious that no important decisions ought to be taken on a haphazard vote of this kind, and the less so that in all probability many of the delegates did not know what they were voting. I have before me nine typed pages of resolutions voted at the congress; it is quite certain that many of them are wholly futile gestures, the expression of estimable but impracticable desires.

The most important action taken was that of approving the formation of the International Federation of Teachers of Living Languages; and in the judgment of the present scribe, the chief significance of this congress was that of constituting the beginning of a series of such gatherings, from which one may hope for some real benefits in the future. What these benefits are to be is perhaps not even in our immediate range of vision; certainly I am doubtful whether those who organized the present congress had a clear idea of what its international function was and what it could achieve.

A further doubt on my part concerns the effectiveness and the justification of American membership in the new international federation. For this reason I have proposed that the *Comité provisoire* which is charged with the duty of preparing the constitution of the federation consider the advisability of establishing an associate membership for those countries which are remote in distance and whose educational system runs on different lines from those of our European colleagues. My thought in this was that the international federation should have the benefit of our coöperation without being subject to our veto on matters which do not really concern us. The proposal was a tentative one, and binds our Federation to nothing, but I think the Executive Committee should be apprized of my action and take time to consider their attitude toward it.

B. Q. MORGAN

[Editor's Note: The May, 1931, number of *Les Langues Modernes*, which carries a full report of these meetings, may be obtained for 6 francs by addressing Mme. Gaudin-Borrey, 51, Bd Montparnasse, Paris VI^e.

Dr. Morgan was chosen by the Executive Committee to represent the National Federation of Modern Language Teachers at this international congress.]

MODERN LANGUAGE PROGRAM OF THE NATIONAL
EDUCATION ASSOCIATION

To the Editor of *The Modern Language Journal*:

The National Education Association, because of the breadth of its program and the national reputation of many of its speakers,

naturally draws to its annual convention an outstanding group of modern language teachers from secondary schools and colleges. A good illustration of its attractive quality was the assembly of four hundred delegates from various sections of the United States at the modern language sessions, June 30, during the annual meeting of the National Education Association at Los Angeles.

The cordial hospitality and the perfect arrangements of the officers and the executive committee of the Modern Language Association of Southern California and the members of the local modern language societies were manifested in the group luncheon at the University of Southern California when the delegates were welcomed in a gracious and witty speech combining phrases from the four languages of special interest to the convention, Spanish, French, German and Italian, by President Rufus B. von Kleinsmid, of the University of Southern California, and at the delightful reception at the University of California at Los Angeles under the sponsorship of the respective combined French and Spanish Honor Scholarship Societies and the German Clubs of the University of California at Los Angeles and of the University of Southern California. The centerpieces of flowers from the school gardens, the place cards at the luncheon, and the exhibits in the office of the Modern Language Association of Southern California were interesting examples of the work of the Southern California schools.

The program, which showed the careful planning of the program chairman, George W. H. Shield, Supervisor of Modern Languages, City Schools, Los Angeles, included six brief talks at the luncheon and about five at each of the section meetings held at the University of California at Los Angeles, following the reception. The topics were timely and represented a variety of interests. In several cases the speakers reported on experiments or investigations. No teacher of secondary or college classes could fail to receive suggestions and inspiration. The results of the modern language conference at Los Angeles favor the continuance of participation in the annual meeting of the National Education Association because it is a good opportunity to pool the ideas of modern language teachers, especially of those whose primary interest is in the development of methods, and to bring before educators engaged in other lines the progress of modern language teaching.

ESTHER J. CROOKS

*Associate Professor of Spanish,
Goucher College, Baltimore, Md.*

To the Editor of *The Modern Language Journal*:

le 3 mai 1931

Je viens de lire, dans le dernier numéro de votre revue, une lettre de Monsieur Dickman sous le titre "une mise au point."

En écrivant mon article sur la littérature française d'aujourd'hui, je n'avais aucune intention de froisser, en quoi que ce fût, les anciens combattants. Me sera-t-il permis de dire que je respecte trop ceux qui ont été au front pour vouloir diminuer leurs souffrances ou leurs mérites. Loin de moi une telle pensée! Je désirais seulement indiquer quels avaient été les sentiments de ceux qui, trop jeunes pour être soldats, avaient vécu à l'arrière les terribles années de la guerre, en attendant que, peut-être, leur tour vînt d'aller rejoindre leurs aînés.

J'espère qu'on ne m'accusera pas d'avoir fait de la "littérature," au sens où ce mot implique une attitude et des formules. Je pourrai, d'ailleurs, citer par exemple telle page du beau roman de Marcel Arland, *l'Ordre*, où l'on retrouve les impressions de ceux que la guerre bouleversa. Il est difficile d'être entièrement objectif; aussi bien, est-il possible de juger, de comparer son angoisse à celle d'autrui?

J'ai, sur ma table, le livre de Monsieur Jean Norton Cru, *Témoins*. On sait que cette œuvre, admirable en beaucoup d'endroits, a trouvé néanmoins des critiques ardents. La dispute me semble être parfois un peu vaine. Un livre comme celui de Monsieur Cru est, pourtant, extrêmement utile et bienfaisant. En parlant de la guerre, on est trop tenté de se laisser entraîner par la passion.

Il me reste à remercier Monsieur Dickman de la modération qu'il a mise à ses remarques et de la bienveillance avec laquelle il parle de ce qu'il y avait, peut-être, d'un peu outré dans l'expression de ma pensée.

MARCEL FRANÇON

To the Editor of *The Modern Language Journal*:

If the questions of X, Y and Z under Correspondence in the February 1931 issue have not already been answered, I would suggest the following references:

Question 2, Mansion, *French Reference Grammar*, D.C. Heath and Co., under Normal Word Order p. 186, 3. Question 3, Fraser and Squair, *New Complete French Grammar*, D.C. Heath and Co., pp. 344 and 362.

ADELAIDE BAKER

Lowell, Massachusetts

To the Editor of *The Modern Language Journal*:

Following are a few additions to my suggestions for the junior French which you were so kind as to print in *The Modern Language Journal* for March:

Fernand Nathan and Co. (16, rue des Fossés-Saint-Jacques, V^e; correspondance: 9, rue Méchain, XIV^e, Paris) specialize in edu-

cational games and devices of all sorts which aid the teachers in their task of finding new material in order to keep alive the child's interest. It pays to have their general catalogue for reference. Librairie Armand Colin, previously mentioned, has a large list of textbooks, readers, and other printed material and various classroom realia to select from according to individual needs.

French games are especially dependable when one wants to impart a practical working vocabulary for children's use. Among these, cut out fable characters with "panorama" background for the stage are prominent favorites being both reasonable in price and effective in the amount of fun and exercise derived from their use. The teacher may either instruct the pupils in their respective rôles or better still trust it to their own histrionic sense, giving their natural abilities a free outlet and a full sway as well as a chance for an unconstrained and vital use of French idiom and vocabulary mastered up to date. Or else the class memorizes the fable and recites it in a dramatic fashion with division of rôles.

Méras' *Second Book* is the natural twin volume to his *First Book*. Now it is Jules Verne's entertaining story of *Le Tour du Monde en Quatre-Vingts Jours* (American Book Company), which, by the way, contains elements of interest both for boys and girls and has received a masterful treatment in the hands of Professor Méras. Countess Ségur's numerous ingenious creations may be well depended upon as entertaining reading material for girls.

Children enjoy making a scrapbook, which can also be used for review work. In my class we make cutouts from catalogues, graciously supplied by French department stores, and paste them in with respective names and descriptions under each item. Belle Jardinière (rue du Pont Neuf, Paris), for instance, offers a fine material for that purpose. Of course, one could preserve the catalogue intact and refer to it as the occasion demands, but it simplifies the matter to clip out a few prominent articles in each department and sort them in appropriate groups. Our loose-leaf scrapbooks have these headings up to date: vêtements pour dames, jeunes filles et fillettes; manteaux, robes, chapeaux, blouses, bonneterie, chaussures, ganterie, lingerie, accessoires; vêtements de sports, linge de maison, etc., and similar sections for men's clothing. Next, we shall specialize in house furnishings, and so forth. In making her own scrapbook the student simplifies her task of retention of the new names of objects. French commercial houses, in my experience, are ever kindly accommodating in sending to my class and myself all the catalogues we ask for.

A practical vocabulary review drill is effected by the use of a 5-cent pocket notebook, lined, in which each page is folded in two and French words and English equivalents are written in on opposite halves, for each day's lesson. Covering each side by turns the pupil

readily tests her memory in the French-English or English-French recall.

A double-faced 10-inch record "Four Hundred Commonest French Words" (The Automatic Record Institute, Suite 1928, Tribune Building New York, \$1.98 postpaid) affords additional drill in pronunciation of common words. However, unfortunately, these words are spoken as units, without the articles (in case of nouns) and as thus they are seldom met with in everyday speech, one notices that it would be more practical to have the article go with each noun.

In the first year (we meet once a week) I do not "teach" spelling or reading, but I have formed a habit of writing on the board all new words that turn up. This is a good practice. The young student is very eager to read French; she comes across French everywhere, in magazines and in books she reads, in single "atmospheric" words or in whole phrases and she wants to be able to read, to pronounce and to understand them. This use of blackboard will simplify later study of spelling and reading which are inseparable from "all-around" French training. Indeed, I will not be surprised, when I do begin formally teaching reading and spelling, to find the task half done. Informal teaching is winning both in results reached and in the pleasure derived from it by both parties. Children appreciate little legends about the evolution of spelling, the origin of accent marks, the old French transcription, and the phonetic principles, explained in simple terms, fascinate them, especially if they are studying Latin.

TATIANA W. BOLDYREFF

Battle Creek, Michigan

Notes, News and Clippings*

THROUGH THE COURTESY of Dr. William R. Price, Supervisor of Modern Languages in New York State, we are able to submit the following examples of work done on the written part of a recent examination for oral approval in French. Both are in answer to question number two of the examination of March 13, 1931:

Écrire en français de petites historiottes pour bien expliquer les proverbes suivants:

- a* A tout oiseau son nid est beau.
- b* Autre temps, autres mœurs.
- c* Ce qu'on apprend au berceau dure jusqu'au tombeau.
- d* Le jeu ne vaut pas la chandelle.

The purpose of the exhibit is two-fold: *a* to show the difference in preparation of candidates who wish to teach French and *b* to suggest that possibly there is a reason for such difference other than original ability, i.e., candidate *A* had ninety weeks of French in high school and forty-five hours in college, candidate *B* had one hundred weeks in high school and thirty-five hours in college, but in answer to the question "In what course or courses taken by you was this language largely or predominantly the language of the course (that is, spoken alike by instructor and students as the language of the class for that particular course)?" candidate *A* mentions fourteen courses, whereas candidate *B* mentions only one and in answer to the further question "To what extent was this language the language of the class" answers "not very much." We are, therefore, prepared for the exhibit.

Of candidate *A*'s work we have space to print only one "historiette," the answer to *d*.

d Paul se passionnait pour les papillons. Son père—botaniste éminent—approuvait ce goût, qui lui semblait déjà un peu scientifique, et l'encourageait à attraper les papillons et à en faire une collection. Mais Paul n'aima point tuer les papillons. Il s'éprit d'une pitié qu'il ne voulait pas avouer, et cessa de les poursuivre. Son père s'étonna, l'exhorta à reprendre ce passe-temps instructif, lui promit un beau chien, s'il amassait une belle collection. Paul, tenté par le chien, reprit pour quelques jours. Mais il souffrait véritablement pour les papillons et n'en pouvait plus. Cachant ce sentiment qu'il trouvait honteux sous un bravado d'enfant robuste, il dit à son père étonné: "Le jeu ne vaut pas la chandelle."

* The Editor welcomes contributions.

Of candidate *B*'s work we print all four:

a L'explication au premier proverbe est qu'un petit oiseau croit qu'il n'y soit pas d'égal dans le monde. Ce proverbe s'applique à beaucoup de peuple, qui pense que sa maison soit la plus belle dans le monde.

b Dans l'histoire de la civilisation nous avons appris que ce proverbe soit vraie. Par exemple dans le temps à présent les mœurs étaient beaucoup de changé de les mœurs dans le temps milieu. Dans le temps milieu des hommes étaient les nobles et d'autres hommes étaient les esclaves. Les esclaves ne recevait pas d'argent pour le travail. À présent pas d'homme travaille pour rien.

c Il y a beaucoup de peuple qui croyait ce proverbe. Je crois qu'il soit vrai. Par exemple, la mère nous enseigne à être bon quand un enfant au berceau. Enfin, quand l'enfant devient un homme il est bon et il suit le étroit sentier.

d Le proverbe "Le jeu ne vaut pas la chandelle," nous dit que un jeu ou la vie, qui n'est pas joué justement, a beau. Toujours le jeu juste apporte le meilleur prix.

Has this exhibit any bearing on the question of the "reading" versus the "oral" method in the preparation of teachers? Shall we say that both of these teachers are equipped to teach classes conducted according to the "reading" method? Undoubtedly there existed here a discrepancy in original ability. On the other hand, whatever may be the explanation, both are college graduates, both have been trained for the teaching of French, *both would be teaching French* but for this State examination.

Need we add that candidate *A* received a mark of ninety-five and candidate *B* ten?

C. H. H.

EVERY TEACHER should read "The School and the Community" by E. W. Butterfield in the April, 1931, issue of *The Educational Record*.

AS A RESULT OF A SERIES OF CONFERENCES held in Paris between Professor Camillo von Klenze, of the University of Munich, and Professor George E. Brinton, Director of the University of Delaware Foreign Study Section in Paris, the Foreign Study Committee of the University of Delaware has decided to act in a consulting capacity with the authorities of the University of Munich for the Junior Year in Germany in 1931-1932.

The Delaware Committee has been studying carefully for some time the plan adopted by the University of Munich whereby American Juniors may spend their third year at Munich. The Institute of International Education (2 West 45th Street, New York) has also interested itself in this plan and, through its committees, has been

highly instrumental in making known to the American colleges and universities the projects of the University of Munich.

The American students while in Germany will be under the personal direction and supervision of Professor and Mrs. von Klenze. Courses which have been carefully outlined correspond in hours and credits to those offered by American institutions and are similar in scope and content to those followed by Delaware and Smith College Juniors in Paris.

The Delaware Foreign Study Committee, in associating itself with the Munich authorities, will follow the experiment instituted by them during the coming year, with a view to incorporating the Junior Year in Munich in the proposed extension of the Delaware Foreign Study Section to Germany in 1932-1933.

THE APRIL 1931 BULLETIN OF HIGH POINTS of the New York High Schools contains an article of interest to modern language teachers: "Mere Imitation Versus Reasoning in Language Teaching" by Morris Goodman.

In his article, Mr. Goodman turns his back on the many recent attempts to prove that a certain type of methodology is the one and only successful one. Rather he favors what he calls the "eclectic" method, nothing more nor less than a combination of the more successful and practical aspects of any or all methods. His argument is directed definitely against recent attempts to make language learning easier and more entertaining without achieving any worth-while results. Thoroughness, drill, memorization, intensive study of texts for beginners (rather than mere "reading for comprehension"), translation, extensive reading (of familiar vocabulary), inductive presentation of material, insistence upon exactness, intensive study of sounds (as aid in dictation) are the effective means.

It is useless to try to form the foreign word-object bond (Ex: image of door-*porte*) because the association of the vernacular-object never may be overcome. Why use the foreign language where it hinders instead of helps, as for example, in grammar teaching.

In general the study of the language must progress from the unit (word or sound, with associated rules) to the sentence and more complex constructed material. Mr. Goodman believes in working out steps in teaching various topics, then having the class progress step by step from the unit to the entity. This is fine psychology and constitutes a method of study for the individual pupil. After the steps for the particular topic are mastered, then infinite drill through use of mimeographed test material must follow.

A. HAROLD BAGG

*Monroe High School,
Rochester, New York*

THE STATE DEPARTMENT at Washington reported on April 9 that there were 386,272 Americans living abroad. Canada and Newfoundland led all other sections with 218,717 Americans, while Europe was second with 88,309. After Canada the most popular foreign country with Americans is France, which claims 25,961 of our expatriates. Figures for other European countries are: Great Britain and Ireland, 8,262; Czechoslovakia, 7,680; Italy, 5,459; Yugoslavia, 5,364; Germany, 4,302; Poland, 3,000; Russia, 1,800; Switzerland, 1,683; Belgium, 1,334; Austria, 879; Rumania, 841; Sweden, 828; Spain and Canary Islands, 689; etc. The *New York Times*, of April 12, explains editorially that the large number of Americans credited to Canada are farmers who have taken up land there. In most other countries, including the Azores, where there are nearly 17,000 Americans, they are naturalized Americans who have returned to their former homes without renouncing their American citizenship. But the case with France and Italy is different, since considerations of "climate, a rich artistic past, and a gracious scheme of life" have attracted Americans to those countries.—*Romanic Review*, Vol. XXII.

THE FRENCH GRAMMAR, which the Académie Française has had in preparation since it was founded in 1634, will probably be published in July, according to a recent announcement. Copies prepared by a committee composed of Abel Hermant, Paul Valéry and Joseph Bédier have been distributed to members, and they will henceforth be subjected to careful scrutiny in the regular Thursday sessions of the Academy. While, according to M. Hermant, the grammar will be "a modest little volume like the Academy dictionary," it will appear in an edition of 500,000 copies.—*Romanic Review*, Vol. XXII.

FEDERAL OFFICE OF EDUCATION facts show that the average American boy or girl of 1931 receives two more years of schooling than the average boy or girl of 1914; that he is one of a class of 30 pupils, while his father's 1910 class had 34 pupils; that his chances of going to high school, which were but 1 in 10 in 1900 are now fifty-fifty, and his chances of going to college are 1 in 6.

THE FOLLOWING TABLES copied from the monthly journal of the Modern Language Association of France, *Les Langues Modernes*,* will be of interest as showing the registration of pupils in the various foreign languages in the French lycées:

* Janvier-Février 1931.

LYCÉES DE GARÇONS

| | ANGL. | ALL. | ESP. | IT. | DIVERS | TOTAL |
|--------------------------|--------|--------|-------|-------|--------|--------|
| Paris..... | 11,916 | 5,933 | 1,215 | 196 | 39 | 19,799 |
| Aix..... | 3,980 | 1,028 | 2 | 1,384 | 23 | 6,417 |
| Besançon..... | 370 | 663 | — | — | — | 1,033 |
| Bordeaux..... | 1,670 | 615 | 519 | — | 50 | 2,854 |
| Caen..... | 1,437 | 976 | 30 | — | 19 | 2,462 |
| Clermont..... | 1,188 | 666 | 55 | 95 | — | 2,004 |
| Dijon..... | 649 | 719 | — | 3 | 29 | 1,400 |
| Grenoble..... | 1,161 | 503 | 2 | 377 | — | 2,043 |
| Lille..... | 1,851 | 1,594 | 17 | 3 | 13 | 3,478 |
| Lyon..... | 1,858 | 1,461 | — | 210 | 10 | 3,539 |
| Montpellier..... | 1,383 | 562 | 283 | 87 | 42 | 2,357 |
| Nancy..... | 426 | 937 | — | — | — | 1,363 |
| Poitiers..... | 2,103 | 796 | 277 | — | 1 | 3,177 |
| Rennes..... | 2,945 | 1,319 | 267 | 1 | 112 | 4,644 |
| Toulouse..... | 1,969 | 862 | 550 | — | 22 | 3,403 |
| Total..... | 34,906 | 18,634 | 3,217 | 2,356 | 360 | 59,473 |
| Alger..... | 2,049 | 685 | 295 | 61 | 787 | 3,877 |
| Strasbourg..... | 1,164 | 3,007 | — | 40 | — | 4,211 |
| Total général..... | 38,119 | 22,326 | 3,512 | 2,457 | 1,147 | 67,561 |
| Pourcentage en 1930..... | 56,4% | 33% | 5,1% | 3,6% | 1,7% | 65,434 |
| Total en 1929..... | 36,230 | 24,970 | 3,611 | 2,328 | 1,295 | |
| Pourcentage en 1919..... | 55,3 | 33,5 | 5,6 | 3,6 | 1,8 | |

LYCÉES DE FILLES

| | ANGL. | ALL. | ESP. | ITAL. | DIVERS | TOTAL |
|--------------------|--------|-------|-------|-------|--------|--------|
| Paris..... | 5,336 | 1,334 | 613 | 338 | 3 | 7,654 |
| Aix..... | 1,688 | 223 | 6 | 522 | 2 | 2,441 |
| Besançon..... | 232 | 157 | — | — | — | 389 |
| Bordeaux..... | 867 | 116 | 239 | 1 | — | 1,233 |
| Caen..... | 698 | 208 | 12 | 18 | — | 936 |
| Clermont..... | 680 | 94 | — | 116 | — | 890 |
| Dijon..... | 400 | 189 | — | 60 | — | 649 |
| Grenoble..... | 555 | 150 | — | 186 | — | 891 |
| Lille..... | 839 | 238 | 1 | 3 | — | 1,081 |
| Lyon..... | 958 | 288 | — | 151 | 1 | 1,438 |
| Montpellier..... | 673 | 25 | 227 | 103 | — | 1,028 |
| Nancy..... | 136 | 210 | — | 15 | — | 361 |
| Poitiers..... | 771 | 219 | 95 | — | — | 1,085 |
| Rennes..... | 1,104 | 252 | 63 | — | — | 1,399 |
| Toulouse..... | 687 | 84 | 277 | — | — | 1,048 |
| Total..... | 15,664 | 3,767 | 1,533 | 1,513 | 36 | 22,513 |
| Strasbourg..... | 484 | 785 | — | 17 | — | 1,286 |
| Alger..... | 1,210 | 13 | 244 | 76 | 95 | 1,638 |
| Total général..... | 17,358 | 4,565 | 1,777 | 1,606 | 131 | 25,437 |
| | 68,2% | 17,9% | 6,9% | 6,3% | 0,5% | |

THE INLAND EMPIRE Section, Pacific Coast Federation of Modern Language Teachers held its regular meeting in the Davenport Hotel on April 9, 1931, with Dr. J. Horace Nunemaker, State College of Washington, presiding.

The following officers were elected for the year 1931-1932: President, Mabel Pope, Lewis and Clark High School, Spokane; Secretary-Treasurer, Grace Greenawalt, North Central High School, Spokane.

The program was as follows:

"The New Education in Germany," paper prepared by Margarete Meinhardt, State College of Washington, and read by Terese Kolander.

"A Key to French or French as a Key to Thought," Emma Stierow, Lewis and Clark High School, Spokane.

"The Correlation Between College Training and High School Teaching of Spanish," Donald Foguelquist, Orville High School, Orville, Washington.

"Tuscany, Birthplace of Italian," Mary Agnes Jeffries, State College of Washington.

GRACE GREENAWALT

THE ANNUAL MEETING of the Washington branch of the National Federation of Modern Language Teachers was held at the University of Washington on Saturday, May 2. At the morning session the French, German, and Spanish groups met for separate discussions of their own problems. All groups joined for the luncheon and general sessions.

The program of the general session was as follows: "Impressions of my European Trip," George B. Jackson; "Report on the Second University of Washington Student Questionnaire," W. R. Wilson; discussion.

The following officers were elected: President, George B. Jackson, Seattle; Vice-President, Adelaide Fischer, Seattle; Secretary-Treasurer, Emilie Fuller; Executive Committee, Dr. F. W. Meisner, University of Washington, Ethel Shave, Everett, Mrs. R. Allendes, Tacoma, R. Brink, Seattle.

THE NORTH CAROLINA Modern Language Association held its annual meeting in the Needham B. Broughton High School, Raleigh, North Carolina, on April 12, 1931. The morning general session was taken up with routine business, and the exceedingly live and valuable talk by Professor J. P. W. Crawford of the University of Pennsylvania. The following officers were elected for next year: President, Prof. G. R. Vowles of Davidson; Vice-President, Miss Caroline Schoch of N.C.C.W.; Secretary-Treasurer, Miss Jessie C. Laird, N.C.C.W.

In the afternoon the French, Spanish, and German sections met to discuss the programs brought in by their respective committees. The program of the French group consisted of a paper by Miss Annie P. Heilig of Winston-Salem, on "The Need of a Uniform Program." Professor Hugo Giduz discussed the "Justification" and "Training of Teachers" sections. Professor W. S. Barney discussed the section on "Grammar," "Vocabulary Lists," and "Idiom Lists," and Professor G. B. Watts considered the section on "Desirable Reading Achievement." Professor Crawford then gave a talk on the "Place of Pronunciation, Oral Work and Composition in a Two-year Course," which led to some lively discussion. It was voted to adopt the program as reported, with the proviso that the committee might make a few necessary changes which were brought out in the discussion. The following officers were elected for next year: President, Prof. Hugo Giduz, U.N.C.; Vice-President, Miss Annie P. Heilig, Winston-Salem; Secretary, Mrs. Nora Gerberich, N.C.C.W.

HUGO GIDUZ

University of North Carolina

The program of the fall meeting of the Modern Language Section of the West Central Zone of the New York State Teachers Association is as follows:

Chairman, Domenic DeFrancesco, Head of Modern Languages, Benjamin Franklin Junior-Senior High School, Rochester.

Friday, October 30

12:15 Luncheon, Hotel Seneca.

Afternoon meeting at Monroe Junior-Senior High School, Room 204.

1:45 Business meeting of the Modern Language Association of the Central Western District of New York.

2:15 Address: An Interpretation of the Reading Aim as set forth by the Modern Foreign Language Study, Mary M. Fay, Associate Professor, Romance Languages, Hunter College, New York.

3:15 Schools in France and Germany, Dr. C. H. Holzwarth, Director of Modern Languages, Rochester.

3:45 Impressions of Brittany, Rena Dumas, Monroe High School, Rochester.

Saturday, October 31

Monroe Junior-Senior High School, Room 204.

9:45 Business meeting of A.A.T.F.

10:00 Address: Common Problems of Modern Language Teaching. Mr. D. Zinno, A.M., The John Hopkins University Instructor in Romance Languages, The University of Rochester.

In connection with these meetings there will be a realia exhibit arranged by Miss Margaret E. Lang and Miss Julia McMillen, teachers of West High School, Rochester, New York.

THE INLAND EMPIRE Section, Pacific Coast Federation of Modern Language Teachers held its regular meeting in the Davenport Hotel on April 9, 1931, with Dr. J. Horace Nunemaker, State College of Washington, presiding.

The following officers were elected for the year 1931-1932: President, Mabel Pope, Lewis and Clark High School, Spokane; Secretary-Treasurer, Grace Greenawalt, North Central High School, Spokane.

The program was as follows:

"The New Education in Germany," paper prepared by Margarete Meinhardt, State College of Washington, and read by Terese Kolander.

"A Key to French or French as a Key to Thought," Emma Stierow, Lewis and Clark High School, Spokane.

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Personalia*

DR. ALEXANDER HAGGERTY KRAPPE, formerly of the University of Minnesota, who has recently returned from several years of study and research in Europe, has been appointed Assistant Professor of Romance Languages at The George Washington University, Washington, D. C.

LAWRENCE A. WILKINS, Director of Foreign Languages in the High Schools of New York City, was in charge of the Department of Romance Languages and of the new Romance Language House during the summer session of the University of Denver the past summer. He taught a course in Methods of Teaching Modern Languages and a course in Spanish Civilization.

THE ACADEMY of moral and political sciences, Paris, has awarded the 1930 prize Le Dissez de Penanrun to Dr. Anna Heyberger, professor at Coe College, for her book, "Jean Amos Comenius, Sa vie et son œuvre d'éducateur." The recipient of a prize of the Academy is authorized to assume the title of *Laureate* of the Institute of France, and to use on the title-page of the book which won the prize "*crowned by the Institute of France.*"

AN EXCERPT from a letter from Michael West: "I return to Dacca in October. My main purpose in returning is to carry out some experiments with my classes there in the production of *fluency*. After the year or so that this work will take, I do not know where I shall be, but shall probably have to do a long trip through Persia, Egypt, Sudan, Palestine, Turkey, and Bulgaria, which are all adopting my system and will in a year's time be needing a little inspection to see that they are using it right. I find that teachers, not being used to controlled vocabulary, will not push on fast enough. They read their easy books at the same rate as the more difficult ones."

CALIFORNIA

U. of California. Gabriel Bonno, formerly lecturer in French, has been appointed associate professor of French. Mathurin Dondo, associate professor of French, will return after a sabbatical year spent in Europe. Paul-Louis Faye transfers in from the U. of Colorado as assistant professor of French. C. E. Kany and Irving Leonard have been promoted to associate professors of Spanish.

* We request our readers to send in any additional information which may be known to them for future issues of the *Journal*.

L. B. Simpson, assistant professor of Spanish, goes on leave of absence for one year to Mexico and Spain. Edward V. Brewer, professor of German, goes on a sabbatical leave of absence from July, 1931, to July, 1932, to Germany.

CONNECTICUT

Yale University. George P. Borglum transfers in from the U. of Minnesota as instructor. Samuel F. Will transfers out to the U. of Illinois as assistant instructor in French. Harold M. Marcel, assistant professor of French, goes on leave of absence first term, 1931-32, to Paris and France.

DELAWARE

U. of Delaware. Edmund Miller transfers in from St. John's College as instructor in German and Spanish. Mlle Césarine Bre-villaud transfers in from Goucher College as instructor in French. Myrtle Volkhardt transfers out.

FLORIDA

U. of Florida. Dr. Joseph Brunet, associate professor of French, returns from Humboldt State Teachers College, Arcata, California, where he spent the year 1930-31 as head of modern language department. Linton C. Stevens, instructor in French, goes on leave of absence for 1931-32 to University of Poitiers, France. C. G. Reid a recent graduate of the U. of Virginia, transfers in as instructor. O. H. Hauptmann, instructor in Spanish, goes on leave of absence for one year to U. of Wisconsin. F. M. DeGaetani, instructor in Spanish, goes on leave of absence for one year to Spain.

ILLINOIS

Knox College. Harry Kurz, head of Modern Language Department, returns from year's leave of absence. Juan Sesplugues transfers in from West Point as instructor in Spanish. Sarah E. Coleman, assistant professor of Spanish, goes on leave of absence for year 1931-32 to study for Ph.D. at Pennsylvania.

U. of Illinois. Régis Michaud, who has been visiting professor at U. of Illinois, is now professor of Romance Languages. Samuel F. Will transfers in from Yale University as assistant professor of Romance Languages. O. K. Lundeberg transfers out to Duke University as assistant professor of Romance Languages. J. O. Swain transfers out to Michigan State College. F. P. Thénau transfers out to American University. L. L. Mayeur transfers out to DePauw University. Mildred L. Woodworth transfers out to Indiana State Teachers College as assistant professor of Romance Languages. G. W. Steep transfers out to Birmingham Southern College as assistant professor of Romance Languages. F. E. Oliver, professor of Romance Languages, goes on a leave of absence for one year to France and Germany.

INDIANA

Purdue University. E. V. Greenfield, formerly assistant professor of Modern Languages, has been promoted to professor of Modern Languages.

IOWA

State U. of Iowa. Raymond Brugère, assistant professor of Romance Languages, goes on leave of absence for one year to France.

KANSAS

U. of Kansas. James Shearer transfers in from Princeton University as instructor in Spanish.

LOUISIANA

U. of Louisiana. H. Wynn Rickey, professor of French, goes on leave of absence for one year to U. of Bordeaux. Dorothy Duhon transfers in as instructor.

MASSACHUSETTS

Amherst College. Clarence D. Rouillard, instructor in French, returns from year abroad on Belgian Fellowship. Herbert B. Myron Jr., instructor in French, returns to Harvard Graduate School in pursuance of his Ph.D. degree. Ralph C. Williams, professor of French, goes on a six month's sabbatical leave of absence to France. Dr. J. B. Fuller, formerly instructor, has been promoted to assistant professor of German. Anthony Scenna transfers in from the U. of Buffalo as instructor in German.

Mount Holyoke College. Florence Whyte transfers in from Teachers State College, Peru, Nebraska, as instructor in Romance Language Department. Edith K. Cumings and Lena Mandell have been appointed instructors for 1931-32. Suzanne Dedieu, assistant professor, returns after a year's leave of absence. Katherine W. Auryansen, instructor, has been granted a Whitney Fellowship by Radcliffe College, and her leave of absence from Mount Holyoke has been extended in order that she may continue her work for the doctorate at Radcliffe. Marie-Jeanne Bourgoin, assistant professor, has been granted a year of sabbatical leave for 1931-32. Helen E. Patch, associate professor, who has been appointed assistant director under the U. of Delaware plan, goes on a leave of absence for 1931-32.

Smith College. The following promotions have occurred: Elliott Grant from associate professor to professor, Madeleine Guilloton from assistant professor to associate professor, Anita Ford from instructor to assistant professor. John M. Smith transfers in from Harvard as associate professor of French. Henriette Pelletier transfers in from Collège de Jeunes Filles Fécamp, France, as instructor. Mary M. Cook goes on a leave of absence for one year. Osmond T. Robert is to go on leave of absence the second semester.

Tufts College. Members of the German Department are as follows: William Howell Reed, professor; William Kolb Ravine, associate professor; Charles Grant Loomis, instructor.

Wellesley College. Mlle Françoise Ruet, assistant professor of French, returns after leave of absence. Mlle F. Coufoulins and Mlle Marie Quarré, instructors of French, are both returning to France. Marguerite Mespoulet, professor of French, is to go on a leave of absence to France the second semester. Dr. G. Gunther transfers in from Breslau as instructor in German. Dr. Edda T. Hankamer transfers in from U. of Cologne as assistant professor of German. Doris Rich transfers in as instructor in German. Dr. Martha Kübel returns to Germany to be married. Natalie Wipplinger, professor of German, is to go on a leave of absence to Germany the second semester. Anita De Oyarzábal transfers in from Goucher Collège as assistant professor of Spanish. Rebekah Wood transfers in from Brookline High School as instructor in Spanish. Ada M. Coe, assistant professor of Spanish, goes on a leave of absence for one year to be spent in the United States and Spain.

MICHIGAN

U. of Michigan. L. Chapard transfers in from diplomatic service and Middleborenze College as instructor in French. Vincent A. Scanio transfers in from Princeton as instructor in Italian. Emilio Calvacca, instructor in Italian, transfers out to the U. of Buffalo as assistant professor. Roy Gearbart, instructor in Spanish; William Knode, instructor in French; and Raymond Richards, instructor in Spanish, transfer out. James Rice, instructor in French, transfers out to Harvard to study. Professor René Talamon goes on a leave of absence for year 1931-32 to France. Assistant Professor Jean Ehrhart goes on a leave of absence for year 1931-32 to be spent in military service at France.

NEW JERSEY

Princeton University. James Shearer transfers in from the U. of Kansas as instructor. E. B. Borgerhoff and C. M. Crist, instructors in French, transfer out to Princeton, the former as a graduate student and the latter as fellow teacher.

NEW YORK CITY

Columbia University. Louis Cons transfers in from Swarthmore as professor of French literature. Edouard Dambrin transfers in from the Lycée Ampère of Lyons, France, as instructor in French.

U. of Rochester. Carlton Brown transfers in from Columbia University as instructor in French. Charles Carron, assistant professor of French, is retiring. Selina Meyer transfers in from the U. of Wisconsin as instructor in German. R. Hardanay transfers in from the U. of Chicago as instructor in German. Miss C. Henderson

transfers out to the U. of Wisconsin as a graduate student. Dr. Adolf Klarmann transfers out to the U. of Pennsylvania as assistant professor of German. E. Eiserhard, professor of German, goes on a leave of absence for one year to Germany, India, and China. Robert W. Atherton transfers in from Princeton as instructor in Spanish. Delos L. Canfield transfers out to Columbia to study toward doctorate.

Syracuse University. G. W. Rogers transfers out to Chicago University to do graduate work toward Ph.D. Jean Gerard goes on a leave of absence for six months to Saranac Lake. P. E. Thissell goes on a leave of absence for one year to do graduate work at Harvard. G. R. Aiello, who has been doing graduate work at Harvard, transfers in as assistant professor.

U. of Buffalo. Leonard P. Kurtz returns as instructor in Romance Languages after a year's leave of absence spent in graduate study at Columbia and in travel and study in France and Spain. Emilio J. Caluacca returns as instructor in Romance Languages after a year's leave of absence on a teaching fellowship at the U. of Michigan.

NORTH CAROLINA

U. of North Carolina. F. C. Hayes transfers in from New York University as instructor in Romance Languages. Percy Wise transfers in from Asheville School for Boys as teaching fellow. D. F. McDowel transfers in from Florida University as teaching fellow. Thomas J. Wilson III transfers out to Henry Holt & Company. Myron Barker transfers out to the U. of Arizona as assistant professor. W. C. Salley transfers out to Wittenburg College as associate professor. A. C. Jennings transfers out to New York University as instructor. A. St. C. Sloan transfers out to Randolph-Macon College as professor. J. A. Thompson transfers out to Louisiana State University as instructor. H. H. Staab is to go on leave of absence from January to September, 1932, to France. R. T. Collins, formerly teaching fellow in German, is now instructor in German.

OHIO

Miami University. H. Russell transfers in from Ohio State University as assistant professor of Spanish. L. H. Skinner returns from New York University as assistant professor after an absence of three years. Glenn Barr, assistant professor of Spanish, goes on leave of absence from 1931-32 to U. of Wisconsin. Rudolph Syring transfers out from German Department to Western College for Women, Oxford, Ohio, and half time in McGuffey Training School of Miami University. Hubert Schnuch transfers in from Berlitz School, Chicago, and U. of Chicago as graduate assistant in German. Jean Beck, student assistant, transfers out to U. of Utah as instructor in German and French.

Ohio State University. G. E. Wade transfers in from Ohio Wesleyan University as instructor. Irwin A. Johnson transfers in as instructor. H. J. Russell transfers out to Miami University as instructor in Spanish.

Western Reserve University. Ethel Williams, assistant professor of Spanish, goes on a leave of absence for year 1931-32 to Cornell University and to Madrid to finish her requirements and thesis for Ph.D.

Denison University. A. Odebrecht, professor of Modern Languages, is to go on leave of absence the second semester to France.

OKLAHOMA

U. of Oklahoma. W. A. Willibrand, assistant professor of Modern Languages, returns from one year's leave of absence spent at the Universities of Heidelberg and Strassburg. Maurice Halperin, assistant professor of French, returns from two years' leave of absence spent at the University of Paris. Yvonne Fleury transfers out to North Dakota Agricultural College as instructor in French and German. Della Brunsteter, assistant professor of French, goes on a leave of absence for one year to France and the Orient.

PENNSYLVANIA

Allegheny College. Mildred J. Ludwig transferred from Albion College as instructor in Romance Languages second semester 1930-31. Armen Kalfayan goes on a leave of absence for one year to the U. of Iowa. Mary E. Thompson transfers out.

Gettysburg College. Otto Müller, professor of Romance Languages, transfers to the College of the City of New York as associate Professor of Romance Languages. Albert Bachmann, formerly associate professor at the University of Arizona, comes in as professor of Romance Languages.

Seton Hill College. Agathe Lacourcière, who has been finishing her Licence work at the Sorbonne, transfers in as assistant professor of French.

U. of Pennsylvania. Emile Malakis, assistant professor, returns after a year spent in Greece and Asia Minor collecting material on Chateaubriand's *Itinéraire*. William E. Falls returns as instructor after a year spent in study in the archives and libraries of Paris. Emile Cailliet, assistant professor, has accepted appointment as professor of French at Scripps College, Claremont, California. Wilson Micks has been appointed to an American Field Service Fellowship and will spend next year in study at the U. of Toulouse. Adolf Klarman transfers in from the U. of Rochester as instructor in German. Adolf Gorr transfers in from the U. of Syracuse as instructor in German. Joseph C. Willen transfers out as instructor. Adolf Matz transfers out as assistant instructor. Ernst Jockers goes on a leave of absence first term 1931-32 to Germany.

RHODE ISLAND

Brown University. A. J. Farmer transfers in from the U. of Grenoble as visiting professor for year 1931-32. L. P. Peckham transfers in from Princeton University as instructor. T. Nichol transfers in from Harvard as instructor. W. Phillips transfers in from State Teachers College of California as instructor. Mary Wright transfers in from Bryn Mawr as instructor. Philip Ham transfers in from Princeton as assistant professor. E. Loughnan, instructor in French, resigns to write. L. Landré, professor of French; Mme L. Landré, instructor in French; and C. Hunkins, associate professor of French, go on a leave of absence for one year to France. R. H. Williams goes on a leave of absence for one year to Europe.

TENNESSEE

U. of Tennessee. Walter Stiefel transfers in from the U. of Chicago as assistant professor. T. C. Walker transfers in from Johns Hopkins as assistant professor. A. Withers transfers out to Teachers College, Athens, West Virginia, as professor.

VERMONT

Middlebury College. Clemente Pereda transfers in from Columbia University as assistant professor of Spanish and as head of the Spanish Department. Dr. Carlos Concha leaves to become Peruvian ambassador to Bolivia, La Paz, Bolivia. Jean Guiton transfers in from France as assistant professor of French. Simone Verrier transfers in from the U. of Wisconsin as instructor in French. Jean Boorsch transfers out to military service in France. Marie Bourgarel transfers out to go to France.

WASHINGTON

State College of Washington. Dr. A. W. Thompson transfers in from Princeton University as acting assistant professor of French. Professor J. P. Knott went on a leave of absence to the U. of Wisconsin in 1930 to be gone until 1932.

WISCONSIN

U. of Wisconsin. Arthur L. Davis and Harold L. Jantz, who have been studying at Munich, Germany, transfer in, the former as instructor in German and the latter as assistant professor of German. Erna Schneck transfers in from Ohio State University as instructor in German. Friedrich Bauer transfers out to the U. of Southern California as assistant professor of German. Selina Meyer transfers out to the U. of Rochester as instructor in German. Eloise Francke transfers out to Mt. Holyoke College as instructor in German. Werner Neuse and Francis J. Nock transfer out to New York University as instructors in German. Friedrich Bruns, professor of German, goes on a leave of absence for one year to Germany. W. T. Giese, professor of French; Mr. C. H. Greenleaf, instructor in French; Mrs. C. H. Greenleaf, assistant professor of French; and Mr. C. T. Caddock, instructor in French, return after spending a year abroad. S. G. A. Rogers, associate professor of French, returns

after spending a year in the East. R. B. Mitchell, assistant professor of French, returns from a semester's leave spent teaching at U. of Texas. Delbert L. Gibson transfers out to Oberlin College as instructor in French. R. Walker Scott transferred out to St. Paul's University as head of European Language Department (effective second semester 1930-31). Mlle Simone Verrier transfers out to Middlebury College as instructor in French. Lucy M. Gay, associate professor of French, went on a leave of absence 1930-31. Marjorie Covert, instructor in French, went on a leave of absence 1930-31 to France.

NECROLOGY

MME HENRIETTE ANDRIEN, professor of French at Wellesley College, died on April 1, 1931.

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Reviews

FLORENCE M. BAKER. *The Teaching of French* (with an introduction by E. P. Cubberley, editor of the Riverside textbooks in education). Houghton Mifflin Company, 1931. xii+280 pages.

Although the title of this contribution to the literature of modern language pedagogy seems to limit its scope to French, many of the discussions are equally pertinent to other modern languages. The following list of the titles of the eleven chapters will serve very well to indicate the purpose and plan of the book. I. A Scientific Approach to the Study of French; II. How French is Learned; III. The Course of Study-Skills; IV. The Course of Study-Skills. Pronunciation; V. The Course of Study-Skills. Speaking, Aural Comprehension, Written Composition; VI. The Course of Study-Skills. Translation, Silent Reading, Dictation; VII. The Course of Study-Content. Cultural Material, Literature; VIII. Tests; IX. Methods; X. Teaching Younger Children; XI. Linking French Teaching with Educational Progress.

Each chapter concludes with a selected bibliography called "Parallel Readings," and each chapter but the last includes a set of "Questions for Further Study." These "Questions" will be most useful to students in methods courses and to inexperienced or stagnating teachers. The "Parallel Readings" are evidently meant to be suggestive rather than exhaustive and are more practical when thus placed at the end of each chapter than if grouped in a general bibliography at the end of the text.

The author presents her views in unusually fair and impartial fashion. Especially impressive is the common sense attitude taken toward many hotly disputed problems. For example: in discussing objectives Miss Baker accepts the recommendations of the widely discussed "Coleman Report" in favor of silent reading ability as the primary objective of the two year course. On the other hand, she points out the fact that this recommendation was opposed by a minority of the investigating committee, and has not been received with universal approval. In view of this situation, Miss Baker says that many teachers will, for a long time to come, continue trying to realize the "fourfold aim" and stress oral-aural practice. She condemns the use of the word "conversation" to describe what takes place in many elementary classes. Other examples of the common sense point of view are to be found under the topics: Thinking in French (p. 53-57); Advantages of a Program (p. 68, 69); Errors in Grammar (p. 86, 87); The Phonetic Alphabet (p. 113-115).

As already indicated, the reviewer believes *The Teaching of French* will serve two main needs: 1. The members of methods classes and inexperienced teachers will benefit by the general dis-

cussions and the specific suggestions covering many phases of classroom endeavor. 2. Teachers who, in spite of more or less experience, have fallen into ruts need to be made open-minded toward educational changes and progress. In fact, no teacher, except, the few smugly complacent individuals who believe that whatever they do must be right and not open to improvement, can fail to be helped and stimulated by Miss Baker's book.

The reviewer wishes also to point out some defects or omissions in an otherwise excellent piece of work. In the discussion of pronunciation Miss Baker falls into the common error of confusing sounds and letters. No letter "has a sound." Letters are the written representation of sounds.

In the section on vocabulary a list of 400 words is presented, based largely on Thorndike's *The Teacher's Word Book* and Henmon's *French Word Book*. The latter work is Henmon's original or tentative vocabulary study, based, as Miss Baker says, on a word count of 400,000. She says (p. 161) that this count "is being at the present time increased to about one million." As the Vander Beke *Word Book* (the "increased count") bears the date 1929, it is evident Miss Baker did not bring her chapter on vocabulary up to date. Yet she lists the Vander Beke book on page 47. Nor does she seem to be aware of the attempt made by Horn and Ward to establish a minimum French vocabulary by translating the first two thousand words of the Thorndike list and supplemented by the words drawn from the original Henmon list (*Minimum French Vocabulary Text Book*, Macmillan, 1926).

In discussing silent reading one is struck by the absence of any reference to the pioneer work in this field done by Michael West, O. F. Bond, Helen M. Eddy and others. Miss Baker points out the need of textbooks simplified for early silent reading, seemingly unaware of the texts that have appeared during the past year which meet this very need.

Good suggestions are made (p. 79-81) for "visualizing" units of French grammar but these "charts" are all made up from the English-French point of view. Surely it is equally wise to make the first approach to the language from the recognition or French-English point of view.

The reviewer has heard one criticism of *The Teaching of French* which he does not find well justified. It has been suggested that Miss Baker says a great deal about the importance of knowing how to study French, but does not offer concrete suggestions. The numerous directions to students such as those found on pages 92 (pronunciation), 125-126 (how to prepare a talk in French to be given before a class), 269 (a sample project) constitute very definite directions to students.¹

¹ But none on teaching how to study a reading lesson. Editor.

Two minor errors, probably in proof reading, are to be noted. At the bottom of page 40 in the sentence: "A test will ask each pupil several questions and eliminate the chance that the one question asked was more good luck than knowledge," for *asked* we should obviously read *answered*. On page 85, near the bottom, in the sentence: "However, as grammar is now always arranged according to difficulty etc.," for *now* we should read *not*.

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FIFE, ROBERT HERNDON. *A Summary of Reports on the Modern Foreign Languages* (with an Index to the Reports). Macmillan, 1931, 261 pp.

When, in 1924, the Carnegie Foundation granted funds for a three-year survey of the status of the teaching of modern foreign languages in the United States and Canada, the experiences of the recently published Classical Investigation suggested a better basis for investigation—that of experimental data—much more reliable and valid than earlier theoretical reports resulting from committee conferences.

A Committee on Direction and Control (20 members) exercised general control over a Committee on Investigation, consisting of the officers of the main committee, three special investigators representing respectively French, German and Spanish, and an educational psychologist adviser. As chairman of both committees and member of the Canadian committee, Professor Fife had intimate contact constantly with all the proceedings, and completed the task by editing the seventeen-volume report, published for the *Modern Language Study* by the Macmillan Company (except for three volumes published at the University of Toronto).

Recognizing the difficulty that teachers and administrators would have in perusing the mass of data and hundreds of statistical tables of the complete report, the chairman performed a last labor of love in summarizing the contents in non-technical language to provide integrated guidance to the casual reader. A fifty-page index to all the Reports, prepared by M. E. Anstensen, will permit ready access to any topic or any author in all of the Publications.

After a brief history of the "Study," a chapter headed "Surveys" summarizes, in addition to the work of the Canadian committee, the reports of the three special investigators: the study of enrollments by C. A. Wheeler; the training of teachers by C. M. Purin; and the synthesizing volume on objectives, curriculum and methods by A. Coleman. The Coleman report, "The Teaching of Modern Foreign Languages in the United States," containing the much-discussed recommendations that the two-year course limit its objectives to the reading adaptation and provide textbook ma-

terial, classroom practices and organization to realize it specifically, is generally looked upon as the central report of the "Study," in spite of protests of opponents of these recommendations. Coleman's suggestions are actuated partly on the findings of Wheeler that nearly 85% of modern foreign language students spend no more than two years in class, and the evidence of Purin that teacher preparation is on the whole inadequate for the realization in that time of complete language abilities.

There follows the description of one of the important contributions of the "Study," the creation of standardized tests of various language abilities. The results and implications of the administration of thousands of these tests, both tests of achievement and tests for prognosis, were reported by V. A. C. Henmon, educational adviser of the "Study," by Ben Wood, and others.

There follows a summary of special studies of particular problems, the most important of which is G. T. Buswell's photographic study of the eye movements of readers of foreign languages (including Latin) at various stages of ability, in an attempt to find an objective scientific description of the "reading adaptation." Here is described the monumental "Annotated Bibliography of Methodology," the contribution of the Canadian committee through its chairman, M. A. Buchanan. Other monographs on cultural material in class readers, classroom practices, sectioning according to ability, etc. are summed up in a most concise but adequate manner.

The work of the "Study" in providing word lists of the frequency of words and idioms in several million running words of all kinds of printed literature is described, with the warning that the lists themselves must be consulted and be considered a highly reliable source of suggestion to teachers and textbook-makers rather than an absolute exclusive list set for mastery.

The conclusion sums up the accomplishments of the "Study" and points out the urgent need of further experimentation in many fields. There is no shadow of a doubt that the "Study" has stimulated research throughout the profession, as the various journals will show. Individuals and institutions are building and standardizing tests, sectioning classes and setting up controlled experiments on classroom method. "The beginning of improvement lies in the willingness of modern language teachers to face the present situation realistically," says Professor Fife. "As we look at things in this way, the means of bettering them suggest themselves as matters of course: the selection of attainable objectives and the concentration of class activities on these; experimentation with methods and curriculum material that is best adapted for attaining these objectives; and testing and retesting for the selection and classification of pupils, for reorientation in method and materials and for individual diagnosis."

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A Four-Year Course in Spanish for High Schools, issued by the Committee on High-School Relations (of the University of Wisconsin) and prepared by the Department of Spanish. Bulletin of the University of Wisconsin, Serial No. 1688, High-School Series 26. Madison, 1930. 40 pp.

The Spanish Department of the University of Wisconsin has presented in this booklet a wealth of inspiration and helpful suggestion, not only to the high school teacher of Spanish, but to the modern language teacher in general. The forty pages of the booklet are shot through with precise thinking and the results of teaching experience that have been thought through. For its many suggestions of "what to do next," the booklet is genuinely valuable. The inexperienced teacher will find it a boon companion and the experienced teacher will find it refreshing and stimulating.

We have here a sort of compendium of modern language teaching devices, from paragraphs on "The Place of Spanish in the High School," "The Teacher," "The Method," etc., to lists of recommended texts for the various stages of the study of Spanish, realia sources, useful addresses. The booklet is written with a certain ingenious care, with the result that every Spanish teacher-reader concludes it with a kind of satisfaction that he has been represented and not taxed. Here and there an axiomatic phrase leaves a pleasant aftertaste: "The successful teacher always remains a student of his speciality," "An effective method . . . adapts itself to the powers of the teacher and the capacity of the students." "A method is not useless merely because it is old, or useful only because it is new, or vice versa." "It is far more effective to have principles applied repeatedly . . . than to have them explained lengthily," ". . . the teacher's task is only to direct." The reader is not burdened and confused with a maze of bibliography on the matters discussed, although a brief bibliography of useful books will be found at the end of the booklet. A parenthesis on p. 10 should delight the hearts of library builders: "A more complete bibliography of works dealing with Spain and Spanish-America is in preparation and will be available for free distribution on request."

The section on method should please professional educators with its discerning eye for emphasis, use of Spanish, realia lesson plans, conduct of recitation, drill, questions and answers, variation of devices, the gifted and the halt, habit formation, sympathetic approach, and teacher autoexamination. To these educational delights is added a recommendation of intelligence tests, prognosis tests, and objective tests.

The prefatory note states that the material is prepared chiefly for the inexperienced teacher and that no orderly progression is suggested for the list of recommended textbooks. However, the teacher who has never taught will want to know whether the books listed for use in the first year may be used indiscriminately early or late

(first or second semester, for instance) in that year. This is especially applicable to the problem of a choice of reading texts. The department invites pedagogical questions and thus very generously makes itself the potential recipient of much correspondence on problems of individual schools and teachers.

On p. 5 we are again warned of the importance of Spanish. This is important and in order, but the first paragraph is unnecessarily eulogistic. After a few rather platitudinous remarks on textbooks (p. 9), there follows a list of "do's" and "don't's" in the matter of textbook selection. The first "don't" is too strong: "Do not adopt a book on the recommendation of the publishers or colleagues in other schools." It is doubtful whether the beginning teacher will recognize all the methods as listed by their trade names in par. 2 on p. 10. This is particularly true of the "reform" method, where the adjective is in no sense descriptive. Besides, "reform" smacks of incrimination, whether it be applied to a church, a school, or a method of teaching languages. We are warned against textbooks with "one rigid method, or which are based on a pseudo-psychological principle expounded and advocated by no one but the author."

The reviewer doubts that the reason for the student's incorrect accentuation of Spanish words is due to improper syllabication (p. 12, par. 4). He is also at a loss to understand the statement (p. 13, par. 6) that "The written accent seems to encourage wrong stressing," for his experience has been the opposite. Under "Grammar" the complaint is made again of the student's lack of knowledge of English grammar. May the reiterations and reverberations of this complaint resound to high heaven and fall again upon the ears of teachers of English! The inductive method is recommended as the best for grammar. Approval is given to grammars that break up and scatter the treatment of a single grammatical phenomenon. This point continues to be debatable. "Reduce (grammatical) irregularities to the lowest possible minimum" (p. 14) is advice given to the teacher. Would that the teacher had such power! The somewhat indefinite advice on p. 15 that "it is often advisable to introduce reading and conversation as early as possible" lingers between certainty and doubt, but on p. 22 it is clearly stated that "Reading should be introduced early in the course." A number of helpful suggestions are given on p. 15 *et seq.* on grammatical points that require special stress. Quibbling on these items would be pointless, but it does seem that under "Verbs" on p. 18, distinctions between *ser* and *estar*, and possibly *haber* and *tener*, should be listed, and on p. 19, "Conditional sentences" would seem to be a preferable and more inclusive label for par. 13 than "Contrary-to-fact statements." Par. 3 on p. 19, on the learning of principal parts of verbs, brings in an extra and unnecessary mnemonic device, little used, and of little use. It is strange to find it here, since the booklet argues against this type of method throughout. The use of verb blanks is

recommended on p. 20. The reviewer questions whether anything but the harm of slovenly habits results from the use of this "cut to measure" device. Excellent suggestions follow on the subjects of the amount of reading, vocabulary, composition, Spanish clubs, and other pertinent matters. On p. 38, the *Modern Language Forum* was unfortunately omitted from the list of Newspapers, Magazines, and Periodicals.

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RONCARD. *l'Art poétique: Cinq Préfaces*. Cambridge University Press, 1930. vi+65 pp. \$.50.

This book is one of the *Cambridge Plain Texts* of size convenient for the pocket (4×6 inches), flexible cloth binding and clear type. It contains no editorial apparatus other than the one and one-half page introduction by the editor, Jean Stewart.

In the last paragraph of this introduction, the editor states the purpose and scope of the text. "In the present volume I have selected, from among the Prefaces which accompanied every fresh edition of Ronsard's works, those which express his opinions on literature"

The divisions are as follows: *Abrégé de l'Art poétique*, pp. 1-24; *Les Odes*: Préface de 1550, 25-30; *Les Odes*: Préface de 1587, 31-32; *La Franciade*: Préface de 1572, 33-39; *La Franciade*: Préface de 1573, 40; *La Franciade*: Préface de 1587, 41-65.

The absence of notes and glossary will demand considerable explanation on the part of the teacher who uses this text, or reference to the works of Franchet, Laumonier, Addamiano, Jusserand, Cohen, Huguet, Godefroy *et al.* For example, on p. 17 of the *Abrégé* (1565) it will be necessary to say a word about the paragraph in which Ronsard offers his excuse for not using the alexandrine in the *Franciade* (1572). Jusserand "*Ronsard*" (Hachette 1913) pp. 137-138, says that in 1553 "*la Franciade était sur le métier*" and that about 1569, Ronsard offered a sample of *Livre II* to Charles IX. But Arthur Tilley "*The Literature of the French Renaissance*" (Cambridge 1904) vol. I, p. 338, points out that this paragraph was added in 1573.

Since the editorial work has been reduced to a minimum in this text, perhaps the mention of a few salient points from the important works will not be amiss here. Our students frequently interpret such catch phrases as "*Enfin Malherbe vint*" to mean that before the seventeenth century there was an absolute chaos or a sort of primeval welter in French literature and especially poetry. They are surprised to see statements such as the following from Alliot and Baillou's "*Ronsard et son quatrième centenaire*" (*Études Françaises*-Septième cahier, 1926) p. 77, "*Au début du XVIIe*

siècle, Ronsard règne encore sans rivaux jusqu'en 1629, c'est-à-dire pendant tout le temps de la vie de Malherbe."

In the *Abrégé*, Ronsard states the divine origin of poetry and the divine inspiration of the poet and exhorts the latter to lofty and holy thoughts, a careful study of the classics and an effort to acquire universal knowledge. He advises the use of French even to the point of technical, dialectical, obsolete and newly-formed words. The poet must have a good imagination but it should be restrained to following nature for "le but . . . du Poète est d'imiter, inventer et représenter les choses qui sont . . . vraisemblables." The poet should use figures of rhetoric as did Homer and the poem should begin *in medias res*. Words should be selected and the poet should avoid the excessive use of adjectives in the style of the Italians.

Although rhyme is secondary to invention and choice of words, he counsels rich rhyme, the alternance of masculine and feminine rhymes and the avoidance of hiatus. He says that "les Alexandrins tiennent la place en nostre langue, telle que les vers heroïques entre les Grecs et Latins" and recommends the caesura after the sixth syllable. The ten-syllable lines (*vers communs*) are to be used for the lighter themes such as *amours* and *carmes*. Here the caesura should follow the fourth syllable. Other verses he calls lyric and permits entire freedom as to form.

Our chief interest in the *Abrégé* is perhaps best stated by Joseph Vianey in his "*Chefs-d'oeuvre poétiques de Marot, Du Bellay, Ronsard, d'Aubigné, Régnier*" (Hatier 1924) p. 284, "Et rien n'est plus curieux que de voir le poète dont Malherbe voulait biffer tous les vers avancer lui-même en 1565, des vues si analogues à celles du Réformateur."

In the 1550 *Préface* to the *Odes*, Ronsard unjustly takes credit to himself for being "le premier auteur Lirique François" and imitating Horace, he says, "j'osai le premier des nostres, enrichir ma langue de ce nom Ode." One outstanding and persistent thought in Ronsard's whole scheme is stated in the 1587 *Préface* to his same work where he speaks of "instruments, qui sont la vie et l'ame de la Poësie."

The 1572 *Préface* of the *Franciade* is in great part a repetition of the points mentioned in the *Abrégé*. Here Ronsard takes to himself credit for first establishing the alexandrine. In the 1587 *Préface* of this work, he retracts the statement of earlier years concerning the superiority of the alexandrine for heroic verse and says, "Depuis j'ay veu, cogneu, et pratiqué par longue experience, que je m'estois abusé: car ils sentent trop la prose tresfacile . . ." In general Ronsard does not stress distinction of *genres* but here we find a few pertinent words on drama and epic. Of "la Tragedie et Comedie" he says "qu'il faut qu'en peu de paroles elles enseignent beaucoup, comme mirouers de la vie humaine: d'autant qu'elles

sont bornées et limitées de peu d'espace, c'est à dire d'un jour entier" "Les plus excellens maistres de ce mestier les commencent d'une minuict à l'autre, et non du point du jour au Soleil couchant . . ." More pertinent to the matter at hand he says, "Le Poëte [épique] ne doit jamais prendre l'argument de son oeuvre, que trois ou quatre cens ans ne soient passez pour le moins, . . . invoquant les Muses qui se souviennent du passé, l'inspirer et conduire plus par fureur divine que par invention humaine."

This text will make available for collateral reading an attractive and inexpensive copy of the *Art poétique* of Ronsard. I wish that we had a similar copy of Du Bellay's *Défence et Illustration* with perhaps the addition of a few notes which, I believe would enhance the value of the text for class use.

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HERMANN LÖNS. *Die Häuser von Ohlenhof*. Edited, with introduction, notes, exercises, and vocabulary by E. P. Appelt. New York: Henry Holt and Company. Price 80 cents.

This little volume contains five tales selected from an original group of twenty. Each story has for its title the name of some building within the little village of Ohlenhof. (The name is fictitious but it can be taken to represent a typical village of the *Lüneburger Heide*.) The buildings form a kind of background against which the village characters connected with them play their parts. It is as if five interesting reels of a moving picture were displayed before the eyes of the reader. The result is a singularly vivid consciousness of the reality of the village and its inhabitants. The characters stand out as individuals with all the good and bad qualities of human beings. They have their battles to fight, and generally speaking it is a losing fight. There is something in the nature of a relentless fate stalking through these pages. Tragedy out of all proportion to guilt is visited upon the leading personages. Deep sympathy is aroused for the sufferers but at the same time there is the keenest admiration for the skill of the writer who has so carefully selected and fitted together all the details of each of these striking pictures.

The book contains an introduction in German which treats briefly the literary movements holding sway in Germany at the time of Hermann Löns, and then gives a few facts about his life with a critical estimate of his writings. The exercises have the praiseworthy object of encouraging both oral and written composition.

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